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A Monthly Magazine of Educational Topics and School Methods



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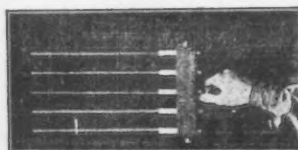
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A CHRISTMAS CAROL.



THE angels sang in the silent night,
While the shepherds watched and
the heavens were bright,
And tho' years like a river have
flowed along,
Yet we are singing the angels' song:
Peace upon earth and to men good
will,
And glory to God, we are singing
still,
And glory to God, we are singing
still,

They heralded in the joyful morn,
When the Prince of Peace as a Child was born,
And we look back thro' the ages dim,
And come like the shepherds to worship Him.
Savior, Redeemer and Priest and King,
Our hearts are the gifts that to Thee we bring.

So shall we welcome Thee year by year,
So shalt Thou grow to our hearts more dear,
So shall no taint of the world's alloy
Shadow the light of our Christmas joy.
While peace upon earth, and to men good will,
And glory to God, we are singing still,
And glory to God, we are singing still.

The season of Advent, which is now with us, precedes the feast of Christmas in the ecclesiastical calendar. Its weeks are very solemn and uplifting, and one is carried back in imagination to those years long ago, when the hope of the Messiah was handed down from father to son and all longed to see His day. From the very shadow of the fall of our first parents came the light of a promised Redeemer. The darkness of sin was over all the world, yet longing eyes ever looked for the dawn of the day of salvation. At different times the hopes of mankind were raised and they were taught by the voice of God Himself to expect One in whom all the nations would be blessed.

Advent is a time of waiting; we are waiting for Christ. Advent is a time of looking forward; we look forward to the coming of Christ, not with apathy or indifference, but with that eager expectancy which sees Him in all things. As we walk, we think of that journey through Galilee to Bethlehem, undertaken to obey the decree of Caesar; the closed doors by which we pass suggest the cold refusal of the unknowing villagers. As the shadows of night gather and a great stillness falls over the world, we look up to the stars; and one seems brighter than the rest and we hear the echo of that longing prayer of ages, "O Dayspring, Brightness of the everlasting light, Son of Justice, come to give light to them that sit in darkness and in the shadow of death."

Introduce the religious element into your Christmas program. While there is no objection to the use of the Santa Claus idea, so interesting and attractive to children, the true meaning and significance of this great feast as observed by the Church should be brought strongly to the attention of pupils. To this end read to the class some such sketch as "The Story of the Nativity," by Winifrede Wray, printed in our December, 1907, number, and also to be found in Miss Wray's book, "Catholic Teaching for Children," published by Benziger Brothers. Another excellent story of "The First Christmas Night," written for children by Rev. Mother Mary Loyola of York, England, will be found in our December, 1906, number. (We have some extra copies of this num-

ber which we will send at the regular price of 10 cents.) Teachers will find here an attractive narration of the coming of Our Redeemer, with a conclusion that points the lesson of this momentous event. The story should form part of every program for the last afternoon. It should be read aloud by the teacher or by the best reader in the class. Recitations embodying the religious significance of the feast are plentiful, and a number of them should have place on the program.

"There is a custom existing in many schools which I cordially recommend to all our pastors," says Rev. James F. Nolan, superintendent of parochial schools in the archdiocese of Baltimore. "Twice a week the children of the four upper grades are assembled in one large room and an instruction of half an hour is given by the pastor or his assistant. I much prefer this method to the separate instruction of each class, because it saves the instructor a great deal of time, and also because it lends to the exercise an air of solemnity which as a religious act it ought to have, and lifts it above the level of ordinary class work. Nor will it degenerate so easily into a mere asking of questions and receiving of answers. When the instruction is given but once a week it should never exceed forty-five minutes in duration."

The cold winter months bring problems of ventilation to the great majority of teachers. Comparatively few school buildings, even among those of recent construction, are equipped with adequate ventilating systems. In most cases teachers have to rely on window ventilation. It is desirable under these circumstances to have at hand some device that can be placed under the raised window so as to admit fresh air without causing a draft. Any carpenter or handy person can make a plain board wind shield that will set at an angle to the window sill and deflect the current of fresh air upward. A common arrangement for this purpose is made by the insertion of a stove-pipe elbow, with damper, in a board the width of the window. The upturned elbow prevents the current of cold air from striking the heads of the children nearest the window.

The proper temperature for a schoolroom is 68 degrees Fahrenheit, and it should not be allowed to rise over 70 degrees Fahrenheit. Constant living in an overheated atmosphere renders one unable to stand any exposure without contracting colds and catarrhal affections. Many hygienists of repute, principally Europeans, advocate a much lower temperature for schoolrooms, but the best authorities in this country approve of a temperature averaging 68 degrees Fahrenheit. Two thermometers should be placed in the extreme corners of the room, as the temperature at the forward part of the room, if heated by a stove, or by registers or radiators, will often be above the required point, while that of the distant parts of the room is considerably below. The temperature should not vary more than three degrees in any part of the room. If, at the opening of school work, the thermometer does not register 60 degrees Fahrenheit, the school should be dismissed.

Recess periods should not be abolished in winter. During these months, more than at any other time of the year, there is need for pupils to get out into the fresh air and shake off the drowsy feeling resulting from the warm and vitiated atmosphere of the classroom. These few minutes of recess give the teacher an opportunity to effect a complete ventilation of the room by opening wide all the windows. The reason usually assigned for discontinuing the recess period in winter is that the

children run the risk of catching cold by going out. There is practically no danger of this if they are required to put on their wraps. Make the recess period five minutes longer in winter to allow for the putting on and taking off of wraps. The time given to recess is time well spent, for the pupils come back refreshed, keen and eager for work. If they are kept in the room during the entire session they are in no condition for profitable work during the last hour or so.

Pious aspirations should receive attention in all grades of the school. Where pupils have learned aspirations in the lower grades it will only be necessary for upper grade teachers to occasionally suggest the value of repeating them mentally or orally during the day. Now and then grammar grade teachers might ask their pupils to write out all the aspirations they know and hand them in. Have papers with the greatest number of correctly written aspirations read to the class. This will refresh the minds of the pupils and teach additional aspirations. The following are the most generally used aspirations. They all have attached to them indulgences of so many days.

Jesus, Mary and Joseph, I offer you my heart and soul!

Jesus, Mary and Joseph, assist me in my last agony!
Jesus, Mary and Joseph, may I breathe forth my soul in peace with you!

Sweetest heart of Jesus, be Thou my love!

Sweetest heart of Mary, be my salvation!

Sacred heart of Jesus, have mercy on us!

May the sacred heart of Jesus be everywhere loved!

My Jesus, mercy!

Immaculate heart of Mary, pray for us!

Live, progressive and zealous teachers always make it a point to keep in touch with the educational life of the day. The most and best of this is not to be found in books, but in the daily work of active educators. There is much encouragement and help to the hard-working teacher in learning what others regularly engaged in the same work, subject to the same conditions and striving for the same end—the Christian training of youth—are actually thinking and doing. This can be found only in the educational periodical, and here lies the mission of *The Catholic School Journal*.

It is not the plan of *The Journal* to bring to its busy readers heavy psychological or philosophical essays. The teacher who desires to supplement her preparatory work along these lines has available the published works of many eminent churchmen and Catholic educators. The province of *The Journal* is that of a professional medium for the great army of workers in the Catholic school field. It deals with the practical problems of the schoolroom, bringing to teachers workable suggestions along the line of their daily experiences, a great variety of usable material, and the news as to events and progress in the Catholic educational field. If you know of any teachers who are not getting *The Journal* you will render a double service by showing the magazine and recommending it. A year's subscription would make a most appropriate and valued Christmas present to any Catholic teacher.

Teaching school is hard work; keeping school an easy job; training children to think requires energy, purpose and culture; stuffing children with text-book facts does not require either energy, purpose or culture. Almost any one can tell pupils "how to work the sums" in a common school arithmetic, ask the questions found in a catechism or geography, listen to pupils recite the text of a history and watch pupils imprison sentences in a diagram. No one who is content to remain in a state of rest can simulate mental activity in others.

Routine recitation hearing is machine teaching. It is comparatively easy work because it is comparatively worthless work. Ideals, enthusiasm, conviction and purpose are not bounded by set formulas; the soul of a leader cannot be imprisoned within a circle. A machine can never be more than a thing, however perfectly its parts are adjusted, and however smoothly it does its work. Success is organic. Leaders look within. Personal responsibility demands personal conviction.

"No Pets and Not Petty."—A Brooklyn school girl was asked what kind of a teacher she liked best, and she promptly replied: "One who has no pets and is not petty." It would not be easy for one of the professional pedagogs to do better. It is worthy of President G. Stanley Hall at his best, though his words would of necessity be longer. This needs no elaboration. A chapter on these words would not make more emphatic two highly important suggestions.—*Journal of Education*.

SCHOOLS AND THE POSTAL SERVICE.

About 15,000,000 pieces of mail matter go to the dead letter department at Washington each year because of improper address, lack of return address or want of postage. The problem of dead letters has grown to such proportions that the authorities at Washington are urging upon school officials throughout the country the necessity of giving systematic instruction not only in letter writing, but in the rules of the postal service. Postmaster-General Von Meyer has issued a general order to postmasters throughout the United States to furnish schools in their territory with copies of a little booklet treating of the classification, conditions and rates of postage with other information relative to the service.

In this twentieth century, when commerce has increased a thousand fold, when the greater part of that commerce is carried on by correspondence, when for two cents a letter will be carried two thousand miles—every young man and woman should be taught how to write letters, and, as a matter of general information, should have full knowledge of the facilities which the modern postoffice offers to the public. The postoffice is one of the greatest agencies in the world in the spreading and advancing of civilization, for there is no other single institution which reaches directly so many people and so many nations. The organization of the postoffice is surprising in its simplicity, and the accuracy with which it performs its work is truly remarkable. And yet thousands of dollars are being practically thrown away annually by the people of the United States, and millions of pieces sent through the mails never reach their destination because so many are careless or ignorant in the use of the postoffice facilities.

RELIGIOUS PICTURES FOR SCHOOLS.

WORK OF A YOUNG LADIES' SODALITY.

Sister M. Fides, Pittsburg

The young ladies of the sodality of a Pennsylvania City are proving an efficient aid to the school. One of its efforts along the line of good is to furnish a number of handsome pictures for the school halls. This object at first thought may not seem to have the importance or the educative value that it really has. First and foremost in educative value are the moral atmosphere of the school and the individuality of the teacher; next in rank is the influence of books, and third, that of pictures. Slowly and silently the lesson taught by the picture sinks down into the heart of the child, but it is there to stay; and throughout all the years of life that lesson shall not be wholly eradicated.

If, in the words of the poet priest, Father Ryan, "The days that are first, sway the days that are last," then certainly those children whose eyes take in day after day the holy consoling thoughts conveyed by such pictures as Plockhorst's "Consoling Christ" or his "Good Shepherd," or his "Christ Blessing Little Children," etc., must in later years be better men and women because of these early influences.

Plockhorst's "Consoling Christ" has a message for each and every heart. We all like to fancy some kind, fatherly heart that welcomes us back again when we've gone astray; that listens to our story pityingly rather than condemningly; that understands us—seeing our tempta-

Many of our subscribers who were owing for the current school year took note of the announcement in the last issue of *The Journal* relative to the extra postage charge now imposed by the government on subscribers who are in arrears for any publication. Those who have not yet paid for the present school year should make it a point to give the matter attention this month. If you are uncertain as to the status of your subscription drop us a postal and we will send statement of account by return mail.

tion and our sorrow as well as our sin; that forgives us and takes us back again.

We all like to fancy a divine "Good Shepherd" seeking the sheep that was lost and carrying it safe back to the fold. There is something in the human heart in sympathy with that sheep that was lost, and in full admiration of that good shepherd, who, not content with the ninety and nine that safely lay in the shelter of the fold, turned yearning unto that one that had wandered far away.

These are old stories, perhaps; the world has been listening to them for a long, long time—but there are none better. They are fitted to the human heart by Him who made that heart; their beauty will never grow old, will never cease to inspire, elevate and console; and they come today in all their glad primitive appeal to the hearts of our children.

Landseer's "Saved" is a picture typical of strife and victory. The fine old dog, panting from his combat with the waves, yet happy because of the rescued boy safe at last upon the beach is a figure of the strife and victory and victor's joy attendant upon all worthy things of life.

Ary Scheffer's "St. Monica and St. Augustine" tells the story of a mother's love and prayer. We recall the words of the holy Bishop to St. Monica when, in loving

sorrow for her wayward son, she sought his aid. "Go the way," he said, "for it cannot be that the child of such tears should perish."

Scheffer's picture is the fulfillment of that prophecy. The scene is that described by St. Augustine in his Confessions; wherein a short time before his mother's death he sat by her side at a window commanding a full view of the sea. They sat in silence, their hands in mutual clasp, their souls, awed by the majesty of ocean rising beyond earth and time unto the contemplation of the infinite, the eternal. The picture is the wondrous triumph hour of a mother's holy love.

Among the Madonnas that look kindly down into the wondering eyes of the children are the following: Raphael's Sistine Madonna, Murillo's Immaculate Conception, Bodenhausen's Madonna, Sichel's Madonna, Feruzzi's Madonna and Carlo Dolci's Madonna of the Thumb.

Hoffman's Christ in the Temple, and his Christ and the Rich Young Man; Joshua Reynold's Angel Heads, Murillo's Virgin of Seville, Guido Rem's Ecce Homo, Anderson's Chorister Boys, Schenk's Lost, Rosa Bonheur's Horse Fair, Sant's The Soul's Awakening, etc., etc., are among the choice collection of pictures so wisely and kindly presented to the school by the members of the Young Ladies' Sodality.

What Books Do Your Pupils Read Outside of School?

Rev. Robert Swickerath, S. J.

During the past years I made observations as to the reading tastes of Catholic young people. In various classes I asked how many students had read Wiseman's Fabiola, and I was surprised to find that sometimes not more than one out of ten had read this beautiful book, although most of these students had been educated in Catholic schools. How easy would it be to interest boys and girls in this and similar works, if the teacher on a suitable occasion, in teaching history, literature, or even catechism, read a striking passage which illustrates a point treated in the lesson; few words would then be required to induce the children to read the book. Most Catholic teachers conscientiously perform the first duty, that of warning against harmful literature. They say often enough: "Don't read bad books!" but little will result from mere restraint and prohibition. The do is more important than the don't. True, it requires a great deal more to perform this positive work properly than the mere negative part. But a teacher who possesses psychological instinct and pedagogical wisdom will endeavor so to interest boys and girls in what is wholesome, that they will have little taste for the harmful. An able physician who wants to preserve and promote the health of a person will not rest satisfied with issuing prohibitions by constantly repeating: "Don't eat this; don't do that!" but he will also say: "Take such food, such exercise," etc.

It would surely show great lack of pedagogical wisdom if we underestimated the educational value of good reading. In many cases a more potent influence is exercised by a good book than by the words of a father, or mother, or teacher, or priest. Books are educators, reading is a school, and one that is frequented not merely a few years, but often throughout life. Without the slightest hesitation we make a plea for the good novel. One Catholic writer, in a little book on reading, says: "Do not encourage novel reading; some have become absolute slaves of novel reading." We may reply that some have become "physical culture faddists," and yet physical exercise may rightly be encouraged. Undoubtedly, the novel exposes to some dangers; excessive reading, of even good novels is enervating. But in spite of this good novels serve a legitimate purpose. The Catholic church has never been puritanical; she has never declared innocent amusements unlawful; hence one may read good novels for the purpose of recreation and amusement. But their usefulness does not end here. In the preface to an old catalog of books of the parochial library of the Paulist Fathers in New York, we find the following: "The good novel may furnish wholesome relaxation, may even improve the mind and teach valuable lessons. The novelist can in various ways defend morality and elucidate the discoveries of science. Consequently, it may be safely declared that the judicious use of good novels can be interesting and at the same time bene-

ficial." Very sensible ideas, indeed! Catholic historical novels, in particular, are often most inspiring, and a zealous and skillful teacher can by degrees lead the young from the reading of historical novels to the more important study of biography and history.

It is the duty of the Catholic school to wisely direct the young in choosing books. That children need guidance in the matter of reading is self-evident. There are, it is true, some modern educators who think that children should be permitted to choose for themselves, to discern from their own experience which books are good



and which harmful. With regard to reading, Catholics rightly think that a public library resembles a pharmacy which has on its shelves excellent medicines and fatal poisons. Who would permit children, young boys and girls, to test the different boxes and phials on the shelves of a drug store, to see for themselves, and discover from their own experience what is good for them and what is hurtful? Similarly, to allow the young full liberty in the matter of reading would be utmost cruelty. Hence the necessity of a stewardship of books, and of careful direction, in order to protect immature minds against self-destruction.

~ The Teacher's Health ~ Some Important Suggestions ~

T. S. Lowden, Ph. D., State Normal, Platteville, Wis.

To succeed, the teacher must have a thorough understanding with himself and of himself. How much he shall eat, what he shall eat, and when; the amount of sleep, kind of exercise and degree, and the most suitable recreation—all must be settled by his own constitution and his personal knowledge of it. Generally speaking, we eat too much, exercise, rest, sleep and recreate too little. The teacher's diet should be nourishing, at the same time not overtaxing the digestive organs. The meal should be drawn out, not hurried; the food eaten, not "bolted" down. There should be much good cheer at meal time; no cold, stale, hurried lunches; no washings down of the food with drinks, whether water, milk, coffee or tea. There should be some mental and physical rest just before the meal, and for at least an hour after. Two hours is better. A teacher should have a good breakfast. The best meal program is perhaps a nourishing breakfast, a light, but warm and nutritious midday meal, with the heaviest meal in the evening. As to the specific kinds of food, each through the study of his needs and digestive powers will have to decide for himself. Some need much meat, especially well-broiled, tender beefsteak, beef roast, chicken, eggs, fish and the like. Some require much fruit, vegetables and the cereals. A moderate amount of good coffee is hygienic for some, milk and water for others. Diet is a study of one's personal physical selfhood. Generally brain-workers need to avoid such foods as cabbage, beans, cheese, pork, fats, pastry, that tax the digestive organs, and make one dull, sluggish and bilious. These heavier foods are good for those who work at manual labor in the open air. One's health depends upon what he eats, and particularly upon what he can digest and assimilate without overtaxing the digestive organs, and consuming blood that should be used in thinking. One feels pretty largely as he digests. Poor digestion means little blood and this impoverished. This in turn means weak and poisoned nerves, irritation, impatience, the spirit of nagging and complaining. The poorest place in the world for a miserable stomach and liver is the schoolroom. No where else is good digestion, rich blood and strong nerves more required.

Outdoor Exercise the Best.

Teachers bring on ill health through lack of exercise, especially free open-air exercise. The gymnasium bedroom apparatus and physical culture are of value, but these are too formal and mechanical, and are not to be compared with brisk walking, strolling through fields and woods, gardening, running, hill-climbing, skating, rowing, swimming, tennis, basket ball, etc. These not only exercise the body, but take the mind away from its work, rest and recreate it. The open-air exercises, sports and games are always to be preferred to routine methods and working mechanical appliances. The end of all exercise should be bodily and mental health and not brute force.

Sleep, undisturbed sleep, and a sufficient amount of it, is absolutely necessary for the welfare of the teacher, and consequently for efficient teaching. In the many papers that came to me last year on the question of sleep, the hardest brain-workers expressed a feeling that they must sleep. A number of persons stated that without sufficient sleep they could hope to accomplish but little. Many felt they could do more work and would feel better had they time for more sleep. The average amount of sleep taken, according to these reports, is eight and one-third hours. More take nine hours than seven. It should not be forgotten that ordinarily if one is in bed eight hours, say from ten to six, he is not likely to get eight hours' sleep. I take it that the average person would have to be in bed ordinarily nine hours to get eight hours of sound sleep. It is the unusual person, especially among brain workers, according to these papers and my observations, who falls asleep immediately on going to bed and sleeps soundly until the hour of getting up.

The Matter of Sleep.

The teacher on retiring ought to endeavor to divest his mind of all thought, worry and care. I know this is very easy to advise, but frequently hard to do. But we are largely such creatures of habit, and often we have not ourselves under the control we should have and can have by persistent effort. "Pillow, thinking" usually

means a restless sleep, a weary morning and a "tired day." This continued, results by and by in ill health in the form of nerve exhaustion, pathological fatigue or neurasthenia, which may shade off into melancholia, or become fallow ground for insanity.

The teacher must have wholesome recreation. If a woman, she, too, like the housewife, must occasionally get away from the daily routine of the household. The teacher needs change and amusement, travel, music, art, gardening, a bright social hour. She should get completely away from her routine. She must now and then have a "let-down."

As the teacher spends so many hours indoors, and where in the schoolroom the air is likely to be somewhat vitiated, she should see to it that she has a large, airy bedroom. There should be, if possible, at least two large windows in it, and two doors opening into hall or on to porch. In the coldest weather even the windows should be partly open, securing ventilation. It is best that the temperature of the sleeping room be about fifty, and forty to forty-five, with sufficient light but warm bed clothing, is better. Much sleeplessness is due to the room's being too warm, lack of ventilation, and too heavy bed clothing. If you have the "morning tire" see if the temperature in your sleeping room has not been too high, if the room is not poorly ventilated, or the bed clothing is not too heavy and cumbersome.

General Hygiene.

The teacher should study herself in relation to the bath. Generally speaking, the cold bath in the form of sponge, shower or plunge, as cold as the water will flow from the faucet, on arising, is most beneficial. To many it is the day's tonic and they are not themselves without it. There are some, however, who are better off without it. The form of the cold bath, temperature, time, etc., must be decided by the individual. The warm or hot bath is not only cleansing, but for many who have trouble in falling asleep at night, it is found to be sleep inducing. A cold footbath in the morning is a tonic, and the hot footbath at retiring tends to bring rest. As early morning is the time for the cold bath, evening or before retiring is the proper time for the hot bath. It would seem unnecessary to call teachers' attention to the care of their eyes, but I find many giving very little attention to the light, its color, intensity, position, etc., until the eyes begin to grow weak. Then how careless some are as to the position of the body in study and reading, standing and walking, going up and down stairs! How little attention is given to breathing! How largely health is dependent upon bodily carriage and the way we breathe! The health and physical endurance of the Japanese are largely due to their breathing habit. They breathe deeply and slowly. The Japanese people believe that one is born to breathe just so many breaths. If he breathes quickly and superficially he soon uses up his fated number of breaths and life is cut short. Hence, from the cradle up, he is taught to breathe slowly and deeply, and by so doing prolongs life. The story itself is superstition, but the practice, utility and outcome is the best and sanest science. Proper position, bodily carriage and deep, fresh-air breathing are absolutely necessary for our physical and mental welfare and our highest efficiency.

Cultivate the Habit of Not Worrying.

Finally, it ought not to be forgotten—how closely related are health and the emotional life. Ungrounded fear and worry are enemies of health. Many a young and conscientious teacher breaks her health through worry. Self-control here is of the highest importance. The spirit of impatience, nagging, complaining, and the hypercritical tendency in some, is not conducive to disciplining and making friends of the pupils, and proves a double drain on the health. It is very necessary for the teacher, if she has not the hopeful, optimistic spirit, to cultivate it. No teacher can succeed without it. To let this spirit slip from her when she has had it once, means poor health and poor teaching. No teacher, howsoever old in years, can afford to grow old in life and heart. Perennial youth, perpetual rejuvenation, whole-souled sympathy for young life, great hope for the race in the future, strong belief in the righteousness of the fundamental tone and upward movement of all things are necessary for health and highest efficiency in the teacher.—(Education.)

The Religious Training of Small Children

Rev. Thomas L. Kinkead,

(Author of "Explanation of the Baltimore Catechism.")

AT WHAT age should children be brought under the influence of religious instructions? I would answer, at the very earliest age at which they are susceptible of impressions. We well know, our own recollection tells it, that memory goes back very far on the path of life and we too often forget, I fear, that each of our senses contributes its share to our knowledge and that just as soon as a child's senses are capable of their functions, just so soon is it capable of learning. It has been asked, by what title shall this century be known in the generations to come. Some have said as the age of invention; others as woman's age, and not a few as the child's age. There does indeed seem to be good ground for the last opinion, if we consider all that is now being done for the child the civilized world over and contrast this with the child's position in the past, and especially its position before the advent of Christianity, or even at the present in lands where this blessing is unknown.

Legislators, educators and philanthropists have turned their attention to the child and everywhere we see a straining to control its future by possessing its present. But there is danger in this very solicitude. The family too easily imposes its own duty on the public—a willing servant. This is no less true for religious training than for other things. Do we not find that many parents now leave wholly to the school the moral training that was once done at home? But taking affairs as we find them, how shall we proceed with the work intrusted to our care or imposed upon us. We believe it essential to success in any craft to understand well the nature of the material in our hands. We should, therefore, study its nature, attributes and possibilities. What will we find in it? The traits, or the germs of them to be sure, that we find in men and women. We will find desire and attachment, emotions, fear, hope, curiosity, shame, intellectual endowments, reason, memory, moral attributes, will and conscience. The proper working of these elements is the secret of true education. These traits begin to manifest themselves at a very early age, and at a very early age, therefore, should their development and guidance begin. This is all the more true with regard to the religious sense, for the child has an innate concept of right and wrong. It is unable as yet to make for itself the classification, and at this point the teacher comes to its aid to begin the work of eternity. The child has also an innate idea of authority and dependence which it so often displays in asking for what it needs or fancies.

Instruction Is Not Education.

Hence instruction, however complete, is not education. We must not fill in but draw out. We must work upon the natural abilities of the child—develop and direct them—train them to a Christian model as one trains a vine to its running guides. We must in a word not merely instruct in Christian doctrine, we must make a Christian. Presuming that we have studied the physical, mental and moral condition of each child, the influences to which it is subjected, the obstacles it has to overcome, we begin the work of building up the temple of faith in a soul. I have referred to studying the particular child, for I believe that judicious personal contact between teacher and child is productive of much good. Make use of the gift of attachment. Get the child to love you, and even when compelled to punish show that it is not your desire but your duty, and give if you will reason for your act.

The Foundation for Religious Training.

I have just said that the child is born with a concept of right and wrong, and this gives us a starting point, a foundation for our instruction and at the same time indicates how the work is to begin in classifying for the child and in separating the good from the evil. Not, indeed, in an arbitrary manner, but by an explanation of the virtues and the vices, giving the cause and reasons of the distinction. One virtue might be taken at a time and when fully understood in its entire intent and in all its bearings on daily conduct it should be so explained. Impress deeply on the mind that the mere knowledge of a virtue is nothing, that only its practice deserves reward, and that there are opportunities every day in life to prac-

tice one or more virtues in numerous ways. To bring out the various aspects of the several virtues, it might be well to ask, in what ways each may be practiced? Do not dwell over much on the vices—they are negative—they are the absence of virtue. Inculcate the virtues and you destroy the vices as you dispel darkness by bringing in the light. It is by no means necessary to follow sin into all its ramifications that one may learn to detest and avoid it, I say, study each virtue in all its bearings. Take for example, Justice—In regard to God, it is love, gratitude, confidence; in regard to our neighbor, it is honesty, fairness, obedience and even politeness; in regard to the merit of others, it is respect, reverence, admiration; or it may at times be indignation, resentment, etc. Again take Truth—In itself it extends to accuracy, promptness; in regard to personal character it is integrity, consciousness; in regard to others it is faithfulness and candor. It may also be shown in what there is a lack of the virtue; in exaggeration, for instance, with regard to others in treachery, deceit, in regard to their personal character in detraction, backbiting and the like. When we wish to stand well with others this lack takes the form of trimming and time serving; when we wish them to stand by us, it becomes flattery and false praise.

The Use of Feasts and Ceremonies.

Take another virtue—Benevolence. It is charity, kindness or self-sacrifice. In the distress of others, it is sympathy or pity; in the faults of others, it is forgiveness. Or you may show how self-control, for instance, extends not alone to the appetites but to such things as neatness in dress or general propriety in conduct. Nor are we confined in this grouping of our subjects to the virtues alone. Knowing children's fondness for history, we may make use of the feasts and ceremonies of the church. Around the Nativity, for example, we may gather all the facts in the lives of Mary and Joseph and bring in the most sublime truths of our holy faith as incidents in the life of our Lord Himself. He indeed should be constantly kept before the minds of the children and be the standing example to which frequent reference is made. He should be pictured to them chiefly at their own age and be made known to them in all the perfection of His Sacred Humanity.

Pardon me, if I make here a slight digression on the subject of examples. Examples if they are to be used, and they ought to be used, should, after our Lord's own practice, be taken from the things the children know and understand. Examples taken from ancient times or remote places, except when taken from the Sacred Scriptures or from well authenticated history, should be used very sparingly. Incredible examples, even when taken from authorized books of piety, should not be given. I believe it a fatal mistake to relate to children stories that are credible to them only as children, for when they grow up and discover that they have in a manner been imposed upon by their religious instructors, will there not be a temptation to look upon all then taught as a kind of pious fable and, perhaps, to regard the truths of religion itself as a kind of pious fiction, pleasing to the ignorant or childish. I have made it a rule—and I believe it a good one—never to teach a child as such anything it may not believe when grown up. We have so many beautiful, true and practical examples that it seems little less than criminal to fill the young mind with falsehoods or trifles.

Grouping of Kindred Truths.

To return to our subject, the grouping of kindred truths, or rather, new aspects of the same truth, is a most effectual means of bringing home to the mind the scope and consequence of any proposed virtue, and it enables the child to acquire the habit of making its own application of principles, which is clearly a most important factor in moral training. This training, aided by the grace infused in baptism and strengthened by subsequent sacraments, especially by the seven-fold gift of the Holy Ghost, leads on to that perfection to which our Lord invites. It is evident then that no particular text-book is necessary for the imparting of this knowledge. How do children learn from their parents? How did the disciples learn from the Master? Was it not by word and deed? So let the catechist instruct. The teacher having mastered the subject and having viewed it from every point, be the sub-

ject truth, honesty, obedience, prayer or penance, begins to unfold and explain to the child. This, however, must be preceded by careful preparation on the part of the teacher, for even the most competent cannot take in at a glance all the relations of a subject, however familiar or simple. Nor is mere preparation of the matter all that is necessary on the part of a successful teacher of religion; there must be also in the heart a love for souls, a realization of the importance of taking the place of Him who said, "Suffer little children to come unto me."

Moulding Power of the Teacher.

The conscientious, devoted and earnest teacher will look out into the future and see the possibilities for good or evil shut up in each little life now so pliable and so freely committed to his care. He will see these lives developed in good or evil. Let him look on the diverging paths, and as he stands, so to say, with his hand on the lever that may throw a soul to either track, let him reflect what has been the tremendous influence of one person in the world—of one statesman—of one soldier—of one priest of God—of one heroic woman. Let him realize that he has the power to mould such a being, and then think of the marvelous influence, the God-given opportunity of the Christian catechist. Let there be then down deep in the heart of the catechist, a profound sense of his responsibility and a true zeal for souls.

I said that the child is possessed of another precious gift in its intuitive knowledge of authority and deep dependence. The source of this authority should be traced up to God, and one by one His attributes should be gradually unfolded to the young mind; and as the hope of reward

seems to exercise a greater influence than the fear of punishment, those attributes that most strikingly manifest His goodness should be given first place in our instruction, that the child from its earliest infancy may conceive a great love for Him, a great desire to know Him, see Him and reach Him in the place of His visible abode. Religion should be made attractive to our children. They must be taught that its duties are not intolerable burdens but grand privileges; that the practice of religion is not the duty of childhood only but the chief work of man's whole earthly existence; that God is always our God; that we owe everything to Him, even the kindness of others; that His punishments are reserved for the deliberately wicked alone, and that even for these He has sympathy and mercy. You will agree with me, that it is a most lamentable mistake to give children as their first impression of God the idea that He is a cruel master, waiting for the least offence to pounce upon the poor victim of moral weakness. No . . . He is a God of love, of infinite goodness and tender mercy. Heaven was made first and it was made for all. Sin is a misfortune to God and man. There are chiefly two attributes of God; I would, without neglecting the others, set before the young mind, namely, His omnipresence and His Justice. The former, that the child, like Abraham, may always walk in the presence of the Lord; have recourse to Him at all times and show towards Him a childlike confidence in His providence and protection. The knowledge of God's justice restrains the presumption to which youth is prone; and convinces that there can be no favoritism with Him, no forgetfulness, no recantation.

(To be continued in our next number.)

~ Verses to Accompany Religious Calendar Designs ~ See Opposite Page

MATER IMMACULATE. (For December Calendar.)

There are many bright feasts of Our Lady,
To the hearts of Her children most dear;
They come with the blossoms of springtime,
With the frosts of the fast closing year;
And each brings its own tender lesson
Of meekness, of love and of trust,
Strong links in that chain of devotion,
Whose gold will not tarnish or rust.

II.

But there's one, and it comes in December,
That month overflowing with mirth,
When even the careless remember
How the Savior was once upon earth.
'Tis the Feast of Her spotless Conception,
In the womb of the Blessed St. Ann;
Then began the great work of Redemption,
Restoring lost rights unto man.

III.

Immaculate Queen of Creation!
Of whom Thy Creator was born;
Accept the poor tribute we offer
On this, Thy glad festival morn.
O Mother of Mothers, most tender,
We children so signally blessed,
Our souls to Thy keeping surrender,
O purest, O sweetest, O best!

—Angelique De Lande.

PIE JESU DOMINE, DONA EIS REQUIEM. (For November Calendar.)

Loving Jesu, pitying Lord,
By this Sacred Host adored,
Offered by the holy Priest
On this consecrated Feast,
By the Chalice of Thy Blood,
Let this sacred, crimson flood
Quench the Purgatorial fires!
Grant us, Jesu, our desires!

By the tears that Thou didst shed,
Loving, tender, o'er the dead;
By Thy tears at Lazarus' grave,
Grant in pity what we crave!
By Thy Mother's human tears;
By her sorrows and her fears,
When she laid Thee in Thy grave,
Jesu, saved our loved ones, save!

Ah, how sweet it is to know
Thou hast tasted human woe!
Though our aching hearts must bleed
Yet we trustingly concede
Our dear dead to Thy sweet care,
To Thy love and mercy rare.
Jesu, give our loved ones rest
In the Mansions of the Blest!

—Immaculata.

QUEEN OF THE HOLY ROSARY. (For October Calendar.)

Queen of the Holy Rosary!
Thee as our Queen we greet,
And lay our lowly, loving prayers
Like roses at thy feet;
Would that these blossoms of our souls
Were far more fair and sweet!

Queen of the Joyful Mysteries!
Glad news God's envoy bore,
The Baptist's mother thou dost tend;
Angels the Babe adore,
Whom with two doves thou ransomest—
Lost, He is found once more.

Queen of the Sorrowful Mysteries!
Christ 'mid the olives bled,
Scourged at the pillar, crowned with thorns,
Beneath His cross He sped
Up the steep hill, and there once more
Thine arms embraced Him—dead!

Queen of the Glorious Mysteries!
Christ from the tomb has flown,
Has mounted to the highest heaven
And sent His spirit down;
And soon He raises thee on high
To wear the heavenly crown.

Queen of the Holy Rosary!
We, too, have joys and woes;
May they, like thine, to glory lead!
May Labor earn repose;
And may life's sorrows and life's joys
In heavenly glory close.

—Rev. Matthew Russel, S. J.

RELIGIOUS CALENDAR DESIGNS FOR BLACK-BOARD OR SEAT WORK

See Verses on Opposite Page

MONTH OF THE IMMACULATE CONCEPTION

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Month of the Holy Souls

IN REPOSE

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JOHN J. TONER



STORIES FOR LANGUAGE AND REPRODUCTION IN PRIMARY GRADES

Ruth I. Jones, Shell Rock, Ia.

GRAY

Gray was a great gray goose who lived all by herself in a cozy little house by the pond. One night a strong wind blew down the chimney. "Oh, dear!" said Gray next morning, "Now I shall have to find somebody who can make a new chimney for me."

Off started Gray, asking every one she met, "Can you build a new chimney for me?" "No," said they, "we do not know how. Build your own chimney."

On and on she went. The fox and the squirrel, the chipmunk, the raccoon, the rabbit, the owl, and blue jay all told Gray the same thing, "Build your own chimney." But you see, Gray didn't know how. At last Gray met a beaver.

"Can you build a new chimney for me?" she asked the beaver.

"Yes," said the beaver, "I think I can." So the busy little beaver took clay and made it into nice smooth bricks with his broad tail which is like a trowel. Then he laid them, one on top of the other, and built a good nice new chimney for Gray's house.

"How could you ever make such a wonderfully fine chimney," said Gray.

"Oh," said the little beaver, "it's just in knowing how."

THE CEDAR CHIPS

The wood-cutters were chopping down a beautiful proud cedar tree. Crash! Crash! Crash! came the blows of the ax, and the cedar chips flew here and there, until the fine tall tree lay low upon the ground. When the wood-choppers were gone, the Wind whispered, "Sorry, sorry, I'm so sorry, dear Cedar." And then the fallen Cedar wept, because she could not stand proud and straight against the blue sky again.

"Cheer up, Cedar tree, don't cry, Cedar tree," said the little cedar chips. "You will be taken away to see great and wonderful things; and only think, we must lie here always." But the little cedar chips didn't know, for soon after the great tree was carried away, a man put all the cedar chips in a basket and carried them to a big house.

And then such sights as the little cedar chips saw one night when they were put into the blazing fire on the hearth. Merry boys and girls dancing about a beautiful tree laden with precious gifts and shining lights and glittering stars. "Ah!" cried the little cedar chips, as they flamed up the broad chimney, snapping and cracking for joy, "even little cedar chips may see wonderful things and be of some use in the big world."

THE PROUD LITTLE CHINA TEA-CUP

In a big old-fashioned cupboard there once lived a little china tea-cup, who was proud, oh! so very proud.

It was a very pretty little tea-cup, with dainty pink and gold flowers painted on the outside, and the cutest little handle anyone ever saw. One day some one left the little china tea-cup with some water in it on the kitchen table. Nearby sat a common tin cup.

"How do you do?" said the friendly tin cup.

"Quite well, I thank you," said the proud little china tea-cup, who didn't care to notice the tin cup.

"Isn't it pleasant to be out of that dark cupboard?" asked the tin cup, in neighborly fashion.

"Oh, I don't know," said the tea-cup, "I don't have such common neighbors as tin cups in the cupboard."

"Oh-h!" said the tin cup softly to itself, "I guess I had better keep still, but sometimes pride has a fall, and even an honest tin cup is better then."

Can you guess what happened to the tea-cup that very night? Jack frost stole into the kitchen and espied the water in the tea-cup. "Now for some fun," laughed he. Tchink! Tchink! and there lay the proud little china tea-cup broken in half a dozen pieces on the table, and the honest little tin cup never even smiled.

THE SCISSOR'S STORY

"Cutting and snipping away,

I cut and I snip all day,"

sang the scissors as mama was cutting out doll dresses for Dorothy's Christmas doll. "We are always busy, aren't we?" asked the thimble, nearby, as mama laid the scissors down for a rest.

"Yes, but it's fun getting ready for Christmas, now, isn't it?" said the scissors. "Just think of all the secrets we know. Listen! there comes Dorothy now." Hustle! Rustle! Away flew the precious doll dresses into the big drawer, just as Dorothy came in, saying, "Oh, mama, may I have the scissors a few moments?"

"Don't tell any secrets," whispered the thimble, as Dorothy picked up the scissors. Soon Dorothy was busily cutting some blotting paper in heart shapes for a blotter for mama's Christmas gift, and the scissors singing:

"Cutting and snipping away,

I cut and I snip all day," when—

"Dorothy!" called mama, "May I have my scissors now?" "Another secret to keep," thought the scissors, as they went back to mama, "but I guess I can keep it,

"Cutting and snipping away,

I cut and I snip all day."

THE MAGIC COPPER KETTLE

There once lived an old, old woman who was bent and thin and wrinkled. She had a very wonderful magic copper kettle. She said, one Christmastide, "If I can find anywhere a good, kind-hearted person, I will make that one a gift of my magic copper kettle." To every house for miles around she went asking if they would take pity on an old woman and give her something to eat, "and I will give you my copper kettle, which is all I have," the old woman would say.

"No, no, we don't want any old copper kettles or beggars either," they would answer, and shut the door in her face. On and on she went until at last she came to a very poor little house. When she knocked a little girl came to the door. "Come in," said the little girl, kindly, "we are often very hungry ourselves, and all we have is bread and milk, but you are welcome to share it with us." Gladly the old woman came in. "You are a kind-hearted child, my dear," said she, "for you are the gift of the magic copper kettle. It will always be filled with nice food for you who are so kind to an old woman. You need never be hungry any more." And indeed, the magic copper kettle was never empty, and the little girl never again was hungry as long as she lived.

THE LITTLE WAX CANDLE

On the shelf in a big store lay many, many little wax candles. They were all busily talking one day about

what they should like to do some time, when bustle! rustle! and they were picked up in a great bunch and wrapped in a paper together.

That very night every little wax candle was blazing brightly on a beautiful tall Christmas tree loaded with toys from Santa Claus land. Puff! came a draft of air, and blew out one little candle.

"Dear me," thought the little candle, when no one came to light it again, "that will be the end of my fun." All the other little candles shone and shone until they were burned quite away, but this one little candle was most as good as new. After Christmas was over and the tree put out in the back yard, ragged Jimmy found the good little candle still clinging to the old tree. How happy he was! He took it home to his little brothers and sisters, and that very night they got a branch from an evergreen tree. Jim fastened it in an old box, put the little wax candle on the topmost twig, and lighted it. Then such a merry, merry time as they had playing Christmas tree.

"It's more fun to play Christmas tree than anything I know of," thought the little wax candle; and I am sure the children thought so, too.

CHRISTMAS IN THE SOUTHLAND

Jessie and her mama were going to Aunt Myra's to spend Christmas. Aunt Myra lived in the sunny south, and Jessie had never been there. What fun it was packing the big trunk!

"I mustn't forget my skates, mama," cried Jessie, "or my warm pussy hood to wear when we go sleighing, or my muff to keep my hands warm."

Mama smiled such a quick, funny little smile. "No, Jessie dear, we will not forget them."

At last they were safely on the train hurrying along all day mile after mile, away from home. Night came and Jessie fell asleep on the car seat, with her head on mama's lap. She hardly knew when they got off, and Uncle Jack carried her into the big carriage, and she was so sleepy, when at last she was tucked into one of Aunt Myra's snowy white beds to dream of going skating the next day with a beautiful pair of golden skates.

When the sun peeped in next morning, up jumped Jessie and ran to the window to look out. "Oh, mamal mama!" cried she, "wake up! Why, the trees are in blossom and the grass is green. Is this really, truly, Christmas?" "Yes, dear, we can have Christmas without snow in the southland, because it is always warm and sunny here. Do you want to go skating now?" laughed mama.

"What a joke on me!" said Jessie. "The idea of skating here!"

WORK IN PRIMARY READING

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FURTHER SUGGESTIONS ON PHONICS AND PHONOGRAMS

1. After the separate consonants have been taught certain very common combinations of consonants should be taught and used in word building. The following initial combinations should be mastered early, bl, br, cl, cr, fl, fr, gl, gr, pl, pr, sl, str, sc, sm, sn, spr, st.

2. Entire words may be used in phonograms on which longer words are built. Some good ones for such exercises are am, and, all, ate, end, edge, ill, ink, oil, out, old, arrow, ounce.

Ounce, bounce, flounce, pounce, crounce.
Utter, butter, flutter, gutter, mutter, stutter.
Arrow, barrow, harrow, marrow, narrow.

3. The following phonograms are good ones to give the children for seat-work: ack, atch, itch, ang, ing, ong, ung, oat, ound, awl, eel, eal, oast, all, umble.

4. There are some words that should be learned by sight without troubling with phonic analysis. A study

of words built on the ponogram ough will show this combination is not phonetic. Note the different sounds for which this troublesome phonogram stands: bough, cough, dough, drought, fought, etc. Such words as are not phonetic can be readily recognized by the thoughtful teacher.

5. Besides the phonograms found in the roots of words the more common prefixes and suffixes should be mastered. Building with these blocks long words gives a pleasurable conquest that helps toward later victories. Careful attention to indicating syllables will tend to secure both better pronunciation and more accurate spelling and give the knowledge necessary to divide correctly a word that cannot be completed on a given line. In written words the syllables may be underlined, thus, happening. In oral spelling a slight pause may mark the division of syllables.

6. Proper work with phonics in the primary form will fit the children for ready and intelligent use of the dictionary when they reach the intermediate grades.

7. Diacritical marks should be learned only as they are needed, and used simply to aid in getting the pronunciation of the word. When they have served their purpose they should be brushed aside and the word in its ordinary dress should be fixed in mind and associated vividly with the idea for which it stands.

8. A brief spirited exercise in articulation should precede every reading lesson. The aim is to correct faulty articulation and to secure facility in uttering different combinations of sounds.

9. Cultivate a pride in speaking distinctly and accurately. If your children say ketch, git, runnen, walken, and pronounce other common words in the same slovenly manner, cure them as quickly as possible. If they drop the final g's and d's and t's, find lists of such words for daily drill. Do your children say slep for slept, kep for kept?

10. Keep a growing store of such tongue twisters as the following, and put one or two on the blackboard just before recess or dismissal, and call upon some one to speak them smoothly and quickly:

Sarah in a soft shawl slowly shovels snow.

In summer this same Sarah sells sea-shells.

Sailor, what are you doing with those boats?

I am copper-bottoming them, ma'am.

The little people will take pride in conquering such troublesome sentences and most of the drill will be done outside of school.

11. The teacher who has children of other nationalities should note the sounds that trip them and give special drill on these combinations. Some of the most troublesome ones are the sounds of th, wh, ng, s, z, v, w, and j. With some of the little people it will be necessary to show just how the organs of speech are placed in making the sound. The child who has always given the sound of d or t for the sounds of th can in this way be taught the art of self-help. He will soon be able to cure himself of saying, "I tink dis is a wery tick tumb." Many a young man or woman reaches the secondary schools and even college or university with troublesome defects in pronunciation that take wearisome effort to effect a cure, when a little help from the teacher of primary reading might have easily wrought an early cure.

12. When a pretty poem or a beautiful bit of prose has been mastered in thought, it may be recited in concert. Such an exercise wisely conducted brings out the music of the language and also helps in appreciating the beauty of the thought, in the charm of its setting. Since there is call for this concert reading in various services, it is well to train the children to read together smoothly and easily, just as they are taught to sing together and enjoy a beautiful song. However, such work must not be overdone, as it does not materially improve individual reading, and often produces faults that are hard to cure. The disagreeable tones, which some one calls the school-room twang, are one result of too much concert work.

Nature Study

DECEMBER NATURE STUDY PLANS

Fred L. Charles, Professor of Biology and Head of Science Department, State Normal School, DeKalb, Ill.

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DECEMBER



Winter scene showing trees covered with hoar frost.

"Heap on more wood! the wind is chill,
But let it whistle as it will,
We'll keep our Christmas merry still."

—Sir Walter Scott.

And now is come the last month of the year, the month of shortest days and longest nights, of cold and snow and ice and Christmas cheer. Winter begins, according to the astronomer, with the winter solstice, December 21, when the sun is at its greatest distance south. Its height above our horizon at noon is then least, the days are then shortest, and—do you know just where to look for the setting sun on that day, and how the sunset point changes with the season?

December, like the three preceding months, derives its name from its position in the old Roman calendar, which began the year with March, December being the tenth month. Until 1751 the English year celebrated March 25 as New Year's day. By act of parliament in 1751 that year was shortened by taking from it the months of January, February and March, and giving them to 1752; and to correct an old error of eleven days it was provided that September 3, 1752, should be called September 14, 1752. Thus, George Washington was born February 11, 1731—six weeks before the end of that year—but under the "new style" of reckoning, adopted about the time he became of age, he celebrated his birthday February 22, six weeks after New Year's day.

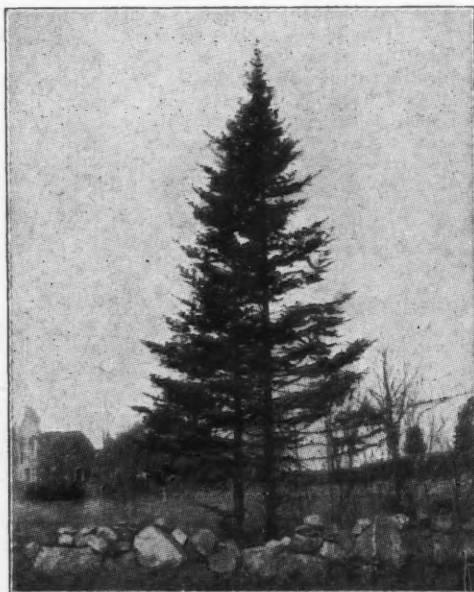
From Thanksgiving to Christmas the weeks are so similar in their nature offerings—in our northern states—that we cannot well differentiate them. Vegetal life is quiescent. Of the birds, the crow, bluejay, junco, white-breasted nut-hatch, chickadee, downy woodpecker, screech owl and certain hawks are perhaps most commonly recognized. Squirrel and rabbit interest the hunter, and their small ally, the field mouse, is active. The farmer has completed his harvest of corn and views the year in retrospect. Occasionally a crystal morning with the trees covered with hoar frost, as in the picture.

Childhood, the world over, anticipates the joys of Yuletide.

THE CHRISTMAS TREE

To most people every coniferous tree is a "pine tree." Our common Christmas tree is the balsam fir, altho the spruce is often used, and sometimes the pine.

Do you know where our Christmas trees grow? Most of them come from the north country; the young trees are cut down and brought to Chicago in ships. What is



Balsam Fir.

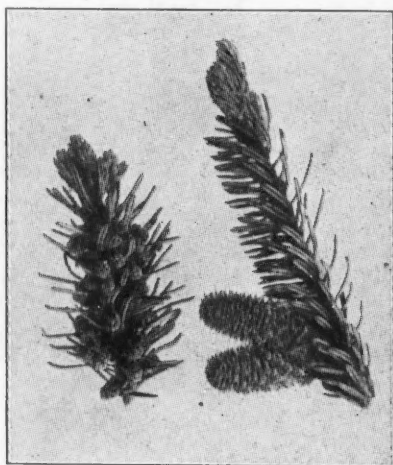
the name of the Christmas tree? (Three kinds. Learn to recognize each, and if possible have twigs from each in the class-room.) Which kind makes the best Christmas tree? Why? What is the objection to the pine? It is too open, has bare branches; the leaves are long; it is difficult to hang presents, ornaments and lights upon it. How do you like the spruce? It is very good, but the leaves are very stiff and pointed, and hurt the hands. The balsam fir makes the best Christmas tree. Its leaves are softer and give out a delightful odor. People who go camping among the evergreens often bring home with them some balsam leaves—or better, the tips of young branches—to put into pillows so that they may have this woody fragrance thruout the year. These balsam leaves are often carelessly spoken of as pine needles.

Why, other than for their beautiful evergreen foliage, are the balsam and the spruce chosen as Christmas trees? Because of their shape,—tapering to a point; a cone or spire. To what is the form of the tree due? Where are the longest branches? the shortest branches? How high above the ground are the first branches? At what angle are the lowest branches attached to the trunk? the middle branches? the upper branches? Notice that the branches are arranged in whorls around the trunk. To what height does the trunk extend before it breaks up into branches? Can you see any advantage to the tree in these characteristics? Each branch, by this arrangement has an opportunity to obtain light from above. The main stem, which grows so tall and straight, seems especially fitted to keep ahead in the upward struggle. In a dense forest of evergreens which branches suffer most from the crowding? The lowest, which are longest and also get the poorest light. What is the result? The lowest branches are generally bare and often dead, while in an evergreen which stands in the open all the branches live.

Where are the leaves thickest? Chiefly toward the ends

of the branches. Why not near the trunk? There is scant light there; the branch there is old and the leaves have fallen. Under old evergreens have you noticed the carpet of fallen needles? When did they fall? How long were they on the tree? These are rather hard questions to answer, but by marking a twig (tying a string about it), we may learn how long certain leaves remain. Do new leaves appear in the spring? Where? How can you recognize them? By their small size, their light green color and their tenderness. Have you noticed any difference in the color of the old leaves in summer and winter? See how thick a coat the leaf has; why is this necessary? Is it waterproof? Try it in water. Did you ever see a man wearing an "oil coat"? Is there oil in the evergreen leaves? What oils (and gums) are obtained from pines or similar trees? (Turpentine, Canada balsam, cedar oil, spruce gum, etc.) The delicate portions near the surface of the leaf are drawn within in winter and protected by the thick dark coat.

How do you distinguish a twig of balsam fir from one



Showing Leaves and Cones of Balsam Fir.

of spruce? In the balsam the leaves lie largely in one place, giving the twig a flat appearance, while in the spruce the curved leaves extend in all directions around the twig. The spruce needles are sharper and stiffer than those of the balsam and have a strong and not very agreeable odor, more apparent when the leaf is pinched or crushed.

Form the acquaintance of other evergreens, such as the arbor vitae (white cedar), which is commonly used here for hedges, but which in the northern woods grows into an immense tree. What use does man make of the evergreens because of their tall straight trunks? He uses the cedar for telegraph poles, the spruce for masts and flagpoles, etc. The larch is an evergreen which, untrue to its name, sheds its leaves in winter.

In decorating a Christmas tree, candles are often used, but they are very dangerous; many serious accidents have occurred, and no flames should ever be brought near the tree. A mature evergreen tree has beautiful ornaments of its own, as beautiful as any taper. What are they called? (Cones.) Of what use are they to the tree? See what different kinds you can find. What is there in an apple tree that corresponds to the cone in a pine tree?

Have you read Hans Andersen's story of The Fir Tree?

THE AQUARIUM

When life out-of-doors is at low tide an aquarium is most appreciated. When the ponds and streams are shallow from long drouth the aquatic life is congested

and often vast numbers of creatures perish. At this season, or at any time until ice forms, material for an aquarium may be obtained. If a small jar or globe is used the inmates should be few and small,—Two or three small fish, half a dozen snails, a mussel, and possibly a very small turtle. If the aquarium is large more animals or larger ones may be accommodated. There should be as much water surface as possible, and there should always be a supply of floating aquatic plants. Green plants (submerged) are absolutely indispensable for a successful standing water aquarium. They serve as food, reduce the quantity of carbon dioxide (gas exhaled by animals) in the water, and liberate oxygen. If the proper balance of animal and vegetal life is established the aquarium need be emptied but



Large-mouthed Black Bass.

rarely, and then only for purposes of cleanliness, the same water being returned. There is no occasion whatever to change the water daily or weekly as is so generally done. If the glass is overgrown by a green scum, increase the number of snails.

It is probable that more captive fish die from overfeeding than from lack of food. Feed but sparingly, perhaps twice a week, and then only a very slight ration of dry bread crumbs, cracker, or fish food, or immerse a fragment of shredded raw meat to which a string is attached, and after an hour or two remove it from the water. There should be no refuse after the feeding; if the fish are underfed their hunger will be apparent.

If wild fish can be obtained begin the study by a consideration of habitat and mode of capture, and make an excursion for this purpose. If this is impracticable, goldfish are always available and always attractive and may be studied in some such fashion as is here suggested, placing the emphasis on the adaption of the fish to its mode of life.

The Goldfish

Point of contact: Interest in aquarium; or Fishing experiences, or stories; or Market fish (especially in cities.)

Problems: (1) From the standpoint of structure; General form of body—compressed, tapering; like what? advantages?

Neck—immovable; why?

Tail—merges gradually into body; its functions?

Paired appendages—flattened fins; comparable to what in human body? of what service? structure?

Unpaired (median) fins—number? position? function? Mouth—anterior, protrusible; importance? (Note that the limbs do not assist in seizing prey.)

Gill covers—number? position? use?

Covering of body—scales; function?

(2) From the standpoint of behavior;

Locomotion—accomplished by the tail and caudal fin; of what service are the paired fins? Describe their action. Carefully place a rubber band of suitable size about the body so as to bind the pectoral fins (not too tightly): what effect? What effect when the ventral fins are bound?

Balancing—how accomplished? (Recall center-board of a sailboat.) What in the fish acts as a center-board? How many median fins has the goldfish?

Of what movements are they capable? Experiment with rubber band. What especial need for balancing organs in the fish? How does a dead fish lie in the water? Why? Where is the center of gravity?

Feeding—What are the movements of feeding? Note the movements of the mouth. Does the fish tear or chew its food? Does it exhibit a fondness for certain kinds of food? Experiment with different foods, and also with pieces of paper, etc.

Breathing—involves what organs? Do you notice any movement of the gill covers? Is it associated with a movement of the mouth?

Mental traits—Is the goldfish timid or fearless? social or solitary in disposition? Can it be tamed? Does it exhibit much intelligence?

If well executed, this study of the goldfish will leave many queries unanswered which can best be met by a study of a larger fish from the market. The perch is one of the best for this purpose.

THE MARKET FISH

Now we can answer some of the questions which arose in our study of the goldfish and perhaps discover some new points of interest.

The covering of scales and mucus—arrangement of scales? Examine one scale under microscope; its structure? Function of the mucus?

The lateral line—along each side of body, indicated by a row of modified scales; a sense organ not fully understood.

Fins—how supported? how attached to body?

Mouth—arrangement of bones to allow free movement; tongue; teeth. Do you discover incisors, canines and molars? Of what use are the teeth? Does the fish chew? Open the mouth wide; also open the gill covers; look into the mouth; what do you discover? What is the purpose of the openings (gill clefts) back of the cheek? What would happen if the fish detained food in its mouth for the purpose of tearing it to pieces?

Nose—how many openings (nostrils)? Where do they lead? (Ascertain by use of straw or needle that they lead to a blind pit.) Since they do not lead to the mouth, what must be their function? What two functions does the human nose perform? What, in the fish, corresponds to our "sniffing" an odor? (Movement thru the water, creating a current thru the two connecting nostrils of each side.)

Eye—on side of head; why; large, flat, without lids; why?

No external ear—why unnecessary?

Gills—how many? position? support? protection? color, why this color? relation of circulation to respiration? Function of the gill rakers (ebony teeth on the inner side of gill arch)? How does the color of the gills indicate the freshness of the fish? What is the cause of death when the fish is taken from the water? Does it necessarily suffocate when taken from water? (No; if the gill filaments are kept wet and separated the fish can still breathe. When lifted from water the gill filaments cling together closely—like a camel's hair brush when lifted from water; try it—reducing the breathing surface.) Is there any provision for a current of water over the gills? What is the meaning of the constant movement of mouth and gill cover? By putting some fine colored particles or a drop of ink into the water you may be able to demonstrate this current in the goldfish.

Skeleton—weak, of little weight and strength as compared with land vertebrates; why?

Color—darker above, lighter below; significance? How protective? In the perch, any advantage in the vertical stripes? What other animals similarly marked? (Zebra, cat.)

If desired, the market fish can be used for demon-

stration of internal adaptations, showing heart, liver, stomach, intestine, bile sac, spleen, ovary (egg mass), etc. Even in a (carefully) dressed fish the interesting swim bladder may be shown. Of what aid? How can the fish adjust itself so readily to different depths of water? By controlling the size of the swim bladder. Illustrate by making a "Cartesian diver;" fill a whiskey flask with water, insert an inverted vial partly filled with air so that it barely floats; cork the flask and cause the diver to sink by compressing the sides of the flask.

GAME FISHES

Did you ever go fishing? What kind of fish did you



catch? What is meant by "a game fish?" One of the most popular game fishes is the black bass; how large do they grow? Pike and pickerel are well known game fish; how do they differ? What is their food? What are the habits of the carp? Its history in this country? Ask an old fisherman what he thinks of the carp.

One of the most eagerly sought fishes of our streams is the brook trout. How large a fish is it. What other trouts can you name? Make a collection of fish pictures. Study the fish industry of our Atlantic coast. What is the government doing to preserve the fishes of our inland streams and lakes?

Learn what you can of strange forms of fishes, such as the eel, flounder, porcupine fish, sharks, and others.

Fish stories are always in order; here is a true one. The thirty-five pound maskalonge (also written muscalonge, etc.,) which you see on this man's back was captured by his wife in a northern lake. Having it securely hooked and the line fastened about her waist she rowed around the lake, towing the giant fish until she had tired it. Then she ran her boat ashore, pulling in the line, stranded the fish, sat upon it,—she was a large woman, weighing five times as much as the fish—and then beat it to death with a stone. The maskalonge is a kind of pike and one of the largest and most prized fishes of the Great Lake region.

Number and Arithmetic

ORAL SUPPLEMENTARY ARITHMETIC

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Miss Laura Newhouse, Willard School, Chicago.

1. A dog has 4 feet. How many feet have 9 dogs?
2. How many days are there in 4 weeks?
3. Charles walks 4 times 6 blocks going and coming from school every day. How many blocks does he walk?
4. If there are 8 bales of cotton on one wagon, how many bales will 4 such wagons hold?
5. How many pennies in 4 dimes? In 4 nickels?
6. A gallon of oil costs 6 cents. I bought 4 gallons. How much did it cost me?
7. If sugar is 4 cents a pound, how much are 12 pounds worth?
8. A man bought a table for \$12 and a sideboard for 4 times as much. How much did he pay for the sideboard?
9. A grocer bought 10 barrels of chestnuts at \$4 a barrel. How much was his bill?
10. Little Annie is 3 years old and her sister is 4 times as old. How old is her sister?
11. Mr. Brown has four children. He bought them each a pair of shoes at \$4 a pair. How much did all the shoes cost him?
12. If a man works 6 days a week, how many days will he work in 4 weeks?
13. If a lady's hat cost \$12, how much would 4 hats cost at the same price?
14. Ben earns \$11 a week, but his older brother earns 4 times as much. How much does his older brother earn?
15. It takes 9 yards of carpet to cover a floor. How much will it cost if the carpet is worth \$4 a yard?
16. A lady paid \$10 for a hat and 4 times as much for a jacket. How much did her jacket cost?
17. I bought 4 boxes of eggs. There were 1 dozen eggs in each box. How many eggs were there in all?
18. How many desks in 4 rows? There are 9 desks in each row.
19. There are 4 times as many girls in a room as there are boys. How many girls are there if there are 8 boys?
20. In an orchard of pear and apple trees there are 6 pear trees and 4 times as many apple trees. How many apple trees are there?
1. If 4 oranges cost 20 cents, what will 1 orange cost?
2. Tom bought 12 pails of butter, weighing 48 pounds; how much does each pail weigh if they are the same size?
3. If 4 yards of cloth cost \$12, what will be the cost per yard?

4. Paul's father gave him 28 cents. He bought pencils for it which cost him 4 cents a piece. How many pencils did he buy?

5. How many pounds of sugar can be bought for 20 cents if sugar is 4 cents a pound?

6. In how many days can a boy learn 24 lessons if he learns 4 every day?

7. A man bought chairs at \$4 each; how many could he buy for \$44?

8. A family eats 4 pounds of meat in one day. In how many days will they eat 32 pounds?

9. A grocer sold 4 barrels of flour a day until 40 barrels were sold. In how many days were the 40 barrels sold?

10. How many rows will I need to seat 36 pupils, if 9 can sit in one row?

11. If a woman sells 4 quarts of milk a day, how long will it take her to sell 24 quarts?

12. If one wagon has 4 wheels, how many wagons will have 48 wheels?

13. How many sheep at \$7 per head can be bought for \$28?

14. William reads 12 books of the same size in 4 months. How many books does he read in 1 month?

15. A man rode 44 miles in 4 hours; how many miles did he ride in one hour?

16. A lady gave 48 cents to four boys, giving each the same number of pennies. How many did she give each?

17. How many papers can James deliver in 1 day, if he delivers 40 in 4 days?

18. Mary paid 32 cents for 8 spools of thread. How much was it a spool?

1. Mr. Smith paid \$20 for a suit and $\frac{1}{4}$ as much for a hat. How much was his hat?

2. A boy earned 32 cents and spent $\frac{1}{4}$ of it for a book. How much did he pay for the book?

3. Of 44 trees in an orchard, $\frac{1}{4}$ of them are peach. How many peach trees are there?

4. Edward walked $\frac{1}{4}$ of 32 blocks to school. How many blocks is it from his home to school?

5. James is 16 years old and Charles is $\frac{1}{4}$ as old. How old is Charles?

6. A bed is worth \$40 and a table $\frac{1}{4}$ as much. How much is the table worth?

7. A father gave 28 cents to one child and $\frac{1}{4}$ as much to another. How much did he give to the second child?

8. Mr. Black bought 48 books at one time, and $\frac{1}{4}$ as many another time. How many books did he buy the second time?

9. Sallie bought $\frac{1}{4}$ of a pound of tea at 36 cents a pound. How much money did she spend?

10. There are 28 days in the month of February; how many days in $\frac{1}{4}$ of the month?

11. A farmer has 24 sheep and $\frac{1}{4}$ of them are black; how many black sheep has he?

12. There are 12 months in a year. How many months are there in $\frac{1}{4}$ of a year?

13. A man pays \$40 for rent a month and $\frac{1}{4}$ as much for gas; how much is his gas bill?

14. A fisherman caught 48 fish and sold $\frac{1}{4}$ of them. How many fish did he sell?

15. George has 16 marbles and James has $\frac{1}{4}$ as many; how many marbles has James?

School Entertainment

A CHRISTMAS EXERCISE

It is a good plan to have committees of the pupils to select suitable mottoes and other decorations for the blackboard and the walls.

The Day of Days

Solo—

'Twas nineteen hundred years ago,
Not in a region of ice and snow,
But far in the land of the early morn,
The oldest of lands, our Christ was born.

Concert—

Of all the joy-days under the sun,
Of all the holidays, there's but one
That comes to the heart, and clings to the home—
Christmas has come!

Solo—

Still thru the length of the multiplied years,
Sunshine of pleasure, and rainfall of tears,
Changes and growth in wonderful ways,
Christmas remains the great day of days.

Concert—

The day of the hope that casteth out fear,
The day of all days that brings good cheer
In the country's peace and the city's hum—
Christmas has come!

Solo—

Now in the uttermost ends of the earth
The story is told of the Christ-child's birth;
And millions, wherever the sun's rays fall,
Are kin in the hope that is dear to all.

Concert—

All over the lands and far out on the seas
Is a lifting of voices and bowing of knees;
And alike to us all, if we rest or roam,
Christmas has come!

Solo—

Wherever the blessings of mortals increase,
With customs and laws that give joy and peace;
Where science and art yield comfort and bliss,
All over the world there is no day like this!

Concert—

Of all the joy-days under the sun,
Of all the holidays, there's but one
That touches the heart and clings to the home—
Christmas has come!

Recitation.—The Fairest Gift.

If I were Santa Claus I know
What I would give to every boy
And every little maiden. Oh,
It would not be a painted toy,
It would not be a blushing doll,
Nor any sugared thing to eat;
The same gift I would give to all,
And deem the giving sweet.

If I were Santa Claus, and
To each child give the gift I chose,

The world would glow with new delight,
And lose the darkest of its woes,
For I would give to every boy
And every maiden I could find
The grace to gain unbounded joy
Thru merely being kind.

—S. E. Kiser.

Recitation—Hang Up the Baby's Stocking.

Hang up the baby's stocking,
Be sure you don't forget;
The dear little dimpled darling!
She ne'er saw Christmas yet;
But I've told her all about it,
And she opened her big blue eyes,
And I'm sure she understood it—
She looked so funny and wise.

Dear! what a tiny stocking!
It doesn't take much to hold
Such little pink toes as baby's
Away from the frost and cold.
But then for the baby's Christmas,
It never would do at all,
Why, Santa Claus wouldn't be looking
For anything half so small.

I know what will do for the baby,
I've thought of the very best plan:
I'll borrow a stocking of grandma,
The longest that ever I can;
And you'll hang it by mine, dear mother,
Right here in the corner, so!
And write a letter to Santa,
And fasten it on to the toe.

Write, "This is the baby's stocking,
That hangs in the corner here;
You never have seen her, Santa,
For she only came this year;
But she's just the blessedest baby!
And now, before you go,
Just cram her stocking with goodies,
From the top clean down to the toe."

—Selected.

Recitation.—To Every Boy and Girl

Within your hearts a Christmas tree
This day is set a-growing,
That on its branches you may hang
The gifts most worth the showing.

A sunny smile, a pleasant word,
For every one about you,
And willing hands, to make folks feel
They cannot do without you.

An honest speech, a fearless eye,
A kindness without measure,—
'Tis gifts like these upon your trees
That give the sweetest pleasure.

—Emery Pottle, in Youth's Companion.

Recitation.—Deciding for Her.

What'll I give her for Christmas—
A diamond ring,
An automobile,
Or a book?
If she had a diamond ring
It would only make her vain and
Perhaps supercilious—
A most disagreeable thing in woman!—
And if she had an automobile
She would run over and
Kill somebody and get
Sued for all kinds of damages—

Actual, punitive and collectible,
Now, do you know something tells me she
Would rather have a book?
Yes, that's what it will
Be—a book.

—St. Louis Post-Dispatch.

Recitation.—Christmas Roses.

I gave into a brown and tired hand
A stem of roses, sweet and creamy-white.
I know the bells rang merry tunes that night,
For it was Christmas time thruout the land,
And all the skies were hung with lanterns bright.

The brown hand held my roses gracelessly;
They seemed more white within their dusky vase;
A scarlet wave suffused the woman's face.
"My hands so seldom hold a flower," said she,
"I think the lovely things feel out of place."

O tired hands that are unused to flowers;
O feet that tread on nettles all the way!
God grant His peace may fold you round today,
And cling in fragrance when these Christmas hours,
With all their mirthfulness, have passed away!
—May Riley Smith.

Song. (See page 167.)

Recitation.—What If

Say, how'd you like to be a child
Born in some tropic clime?
It seems as if I'd hate it worst
About at Christmas time.

There are no Christmas trees, you see
In all the Philippines,—
Just cocoanuts and such like plants,
And you know what that means.

For wouldn't my new doll look just
As silly as could be,
A-swell't'ring mid the branches of
A tall banana tree?

And 'stead of having snow and ice,
The way we have them here,
It's hottest there at Christmas time;
Now wouldn't that seem queer?

And just imagine Santa with
No reindeer, if you can!
He'd have an automobile and
A great big palm-leaf fan.

No, the children in Australia can't
Be happy as they might,
Till they come up where there's snow and ice
And spend one Christmas right.

—C. G. C. in New Idea.

SONGS OF THE SEASONS

Claude A. Jones, Coldwater, Mich.

To be recited by four little girls, representing, respectively, Spring, Summer, Autumn, Winter.

Prologue

To be recited in concert—

Spring is a time of gladness,
Of song, and bloom, and cheer;
Summer's a time of fullness—
The zenith of the year;
Autumn's a time of ripeness,
Of the yellow leaf and sear;
Winter, sport of the Storm King's madness,
Is cold, and bleak, and drear.

Spring

Wears broad-brimmed straw hat, trimmed with violets, and carries bouquet of violets, or other appropriate spring flowers. Dress according to individual taste, white preferable.

I am so glad, for I am Spring!

I waken the Earth from her long Winter's rest.

Now the blithe oriole will come and sing,

While he gaily swings in his hammock nest.

I waken the bees, birds, buds and flowers,

And sow grain to ripen in summer hours,

And am happy and useful with sunshine and showers.

Summer

Wears white dress, and broad-brimmed straw hat, trimmed with daisies, and carries roses, daisies, or sheaf of wheat.

So am I glad! For I am Summer,

And all who know me do love me well.

There's the bumble-bee—that jolly old hummer—

He knows my secrets, but he won't tell.

I ripen the grain that was sown by Spring,

You can hear the hum of the reaper now;

While all nature is busy gathering

A store of supplies for the Winter's snow.

I bring longest days and sunniest hours,

And am Queen of Roses and countless flowers.

Autumn

Wears brown dress, and broad-brimmed straw hat, trimmed with yellow flowers, and carries fruit, or bouquet of flowers.

I am glad, too, for I am Autumn.

I bring frosty mornings and balmy days,

With their bracing air, and its misty haze.

The landscape, now dressed in a sombre brown,

Has thrown off its Summer's radiant gown;

In its place I present many brilliant views,

For I paint the woodland a hundred hues.

I have flowers whose beauty all can suit,

And my lap is filled with most luscious fruit.

Winter

Wears Tam o' Shanter cap and cloak of dark color, both strewn with small bits of cotton to imitate snow, and carries two or three balls of cotton, wrapped in white tissue paper.

Should I not be glad, tho I am Winter?

And strong and healthy. What matter tho

The keen northwesterners do fiercely blow,

And hills and vales are all wrapped in snow?

I am Queen of the Snows, the Hail and Rains.

Come out into my atmosphere's keen grips,

And feel the blood of health race thru your veins,

And tingle to your finger-tips!

Altho buried deep, there is nothing lost,

For beneath the ice, the snow, and the frost,

Roots and seedlings sleep. All have done their best,

So I give them what they need—which is rest.

L'Envoi

To be recited in concert—

Wishing you happiness, health, and good cheer,

To all we extend a glad greeting here.

Just we four represent the whole round year.

One or the other is always your guest—

If you are happy and work with a zest,

You never can tell which one is the best.

Principal William McAndrew, of New York city, says: The whole high school curriculum lacks reference to the instincts of youth whom it should attract. It excludes almost every thing that could fit a man for the kind of life that the majority of our men must live and want to live. The appetite for reality that draws a boy to business and away from obsolete men has little food offered it in a high school course. His instincts have led him to supply what our blindness has ignored. A study of the students' high school clubs should give the masters a hint as to what their teaching lacks.

School Music

METHOD OF TEACHING MUSIC IN THE PUBLIC SCHOOLS

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T. P. Giddings, Supervisor of Music, Oak Park, Illinois.

SIXTH GRADE

The music sung in this grade should be one, two and three parts with a preponderance of the three part. The voices are getting heavier and altos are beginning to show in such numbers that good three part work can usually be secured. Three part singing is much more of an education than one or two part as the harmony appears, and pupils will become better readers as well as more musical by singing and hearing the three parts. We are also sure of an easy part for every voice when there are three parts. This is of the utmost importance, both to the voices themselves and to the music, as no real vocal music is possible in a chorus where even one voice is on a strain. It will surely show and spoil the whole effect. There is an easy place in every voice, or should be, and if it is not present the pupil should not sing at all. We must find that easy compass and place the voice where it will be used and no other, if the voice is to develop as nature intended it should. Voices do not develop in the right way by singing tones that are hard. No muscle develops by straining. Many voice teachers and users try to improve hard tones by using them. They fail always. The way to improve hard tones is to leave them alone till they are easy. Then use them.

Use the same methods you have been using in the lower grades. Review the key by means of the board and paper work at the beginning of each lesson for one minute, not more. Work on chromatics with the paper a little as they appear. Remind them occasionally of the rule for chromatics. Waste no time writing scales of any kind, minor, chromatic or any other. If they can read they can sing minor as well as not. Let them know that a song that ends on "La" is in a minor key and that is enough.

Do not clutter up their minds with any more theory than you can help; they will not need it unless they are going to compose, and beware how you waste precious school time letting them try that before they can read well. Our time is all too short as it is. There is enough poor music in the world already. The output needs no encouragement so choke off what you can. If any of the pupils have the divine afflatus, you can best equip them for its use by giving them rapid and accurate reading ability. Then when the afflatus gets busy, and it will if they really have it, they will be ready. So be sensible and drop all your original melody stunts and other so-called school composition work. There isn't time in the twenty minutes a day we now have. When we have a hundred and twenty then let us compose and do other things in music that may be valuable but are

now impossible. The important thing well learned is better than a faint smattering of many of doubtful importance.

Use the syllables a part of the time, but at least half of the songs should be sung words first as the pupil should be ready readers by this time. Of course take all the parts at once when singing a piece for the first time. If it prove too hard after several trials take one part at a time. This should seldom if ever happen.

Put in most of the time singing new music. Sing all the songs until they are sung with taste and expression, but this should be done at the fifth trial at most. What we are after, and do not lose sight of it for a moment, is the ability to read a song with taste and expression the first time. Then, and not till then, will the pupils be really musical. When they find a piece that they like very well, let them sing it often; only be careful that too much time be not used in this way. Many a school has a small repertoire of well-loved and well-sung songs, and nothing else.

Use the same position as in the lower grades. Let them now hold the books up when singing new music as the time when the teacher has to watch them point should be past. However, let them still point when singing new music as they can see the rhythm better. At least let them keep the time in some visible way. You may fondly imagine that they will keep time without beating it, but very likely if you let them do it all the time they will soon relapse into barbarism and do mere guessing. I notice that all the fine orchestra players count time pretty closely when playing new music. Why think your children smarter than they who spend their lives at it? No, let them keep the time accurately in some way, always. There never was a singer who kept time too well. Ask any orchestra player or accompanist if there ever was and see what answer you get.

Let the elbows be on the desk and the book held as high as the eye. This allows the pupil to see well and it keeps the throat free and easy. Many a voice is spoiled by a poor position. With the elbows on the desk and the back straight up and down and not leaning either way, the chest will be high and still, the breathing will be right, as it will be hard to breathe incorrectly in this position.

If the singing is jerky and the phrasing poor it is because the breathing is poor. Now, do not launch out upon a long string of breathing exercises. Not at all. Call attention to the length of the phrases and tell the pupils to sing a whole phrase with one breath. This will usually bring the desired result at once. If it does not, let them strike a chord and hold it twenty beats without a quaver. About two trials of this exercise and all will learn to take plenty of breath and then to let it out slowly and carefully. Tell them to apply this same idea to the singing and the breathing will be taken care for good and always, and no time wasted in exercises either. Go about among the pupils and see if all are breathing properly the same as you would see to any other thing all are supposed to do. Treat everything individually. Chorus work as well as solo.

Do individual work half the time of the class period. No more. It can be done much faster when there are three parts. Let three stand and each sing his own part while another three stand and wait till you say next, and you will not have to wait for the second three to arise and arrange themselves. Let nearly all the advance work be done individually and do not take more than half the time of the lesson for individual work, as then the chorus singing will suffer. If the individual work is poor and they do not seem willing to work at it some device may help. Here is one that will work well and waste no time if skillfully done. Divide the room

into trios and let these trios be numbered. Call upon the first trio to sing. Let the second be standing, and when the first is thru the song or phrase, let the second take up the same. If one made a mistake let the one who corrects it move up to take the place of the one, who made the mistake. This is a paraphrase of the old spelling class idea. Every week or so shuffle up the trios and begin over. This gives the pupil practice in fighting his way to the top by dint of brain power and hard work. As he will have this to do all the rest of his life it will not hurt him to have a taste of it now. This device, like all others, must be used only when necessary, and then reasonably. When you see the ones that have gravitated to the foot of the class several times getting a fatalistic idea that that is where they will

always be and effort is useless, then is the time to abolish this device—or a little before. The main thing to be said of this device is that it stimulates interest and hard work. Don't let it waste time, however, and never use it unless you have to. Good hard work is the only device that should be necessary, and on that alone are enduring interest and ability reared. All devices other than that are mere makeshifts, and if you are driven to their use find the cause that makes them necessary and abolish that.

"Teach me your mood, O patient stars!
Who climb each night the ancient sky,
Leaving on space no shade, no scars,
No trace of age, no fear to die."

Christmas Bells.

F. F. C.

CHURCHILL-GRIWELL.
Authors and Publishers of Children's Songs.

1. Christ-mas time is com-ing,... And stock-ings, in a row,... Are wait-ing for old San-ta.... To
2. San-ta drives his rein-deer,... With bells and har-ness bright;... He nev-er comes in day-time, But

fill from top to toe;... He's such a dear old San-ta,... He comes here ev-ry year,— Oh,
al-ways comes at night... If we could on-ly see him, We'd thank him ev-ry year, For

CHORUS.
how my heart goes pit-a-pat When-ev-er he is near! } Hear the bells, hear the bells,... As they
all the things he brings to us, Our lit-tle hearts to cheer. }

jin-gle soft and low;..... Hear the bells, ... hear the bells,.... } He will soon be here, we know.
He is com-ing o'er the snow.

*Jingle sleigh-bells on 2nd, 3rd and 4th counts in measures where marked.

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Chorus may be repeated *very softly*.

Drawing and Construction Work

DRAWING FOR DECEMBER

Alice V. Guysi, Supervisor of Drawing, Detroit.

The delight of giving which makes up the larger joy of the holiday season furnishes us an incentive for our December work.

During the interesting weeks from now until the Christmas vacation the designs worked out in November should be applied to various articles suitable for holiday gifts. If the gift is planned for some special person one of the sweetest lessons in life may be learned, that it is the thought which goes into it which makes the gift valuable.

I know a father who was delighted with a shaving book which the tiny fingers of a first grade had fashioned. Just an attempt at painting white clouds on the blue sky and a strip of green meadow, this folded as a cover with blue tissue paper leaves, all tied with a blue ribbon made a gift for a king, providing the king's baby had fashioned it.

FIRST GRADE

Cut out of paper colored for the purpose, an autumn leaf, a duplicate cut from yellow or red blotting paper and both tied together with red or yellow baby ribbon makes a pretty blotting pad.

The pleasure of painting the holly with its bright red berries may be permitted and used to advantage if detached sprays are painted on a half sheet of 9x12 paper, the reverse side painted red and the paper used for little lanterns. A chain of pink and white may be attached. The lanterns can be used for decorating the Christmas tree.

A cover decorated with designs worked out during November may contain some pages bearing Christmas greetings.

SECOND GRADE

May fold a covered box, decorating the cover. Fold an eight-inch square into sixteen two-inch squares and decorate according to November instruction.

Cut about a quarter of an inch from two sides of the

square of which the box is made that the cover may slip over it easily.

It is necessary to reduce the size of one square when paper is prepared for weaving so that the strips slip easily into place.

Make a basket from a woven mat.

Have the class tint one of the squares used for this work. If gray or tan paper is used it will gray the color and refine it. Make color sketches of holly. The best of these can be mounted for Christmas cards, the least successful can be used for lanterns as suggested for the first grade.

THIRD GRADE

Use gray, tan or cream white paper for a book cover and decorate with a border with squares, triangles or oblongs as suggested in November but using color instead of the black ink. Marginal lines may be cut from the square tinted for the design that it may be the same color.

Color both sides of a half sheet of regulation paper in rich autumnal colors blended or the Christmas colors, red and green, brush in with ink a half inch border on each long edge. Make a lantern of this paper and to make a chain to hang it ink both sides of a half sheet of paper.

Altho the lantern is made in the same way as those made in lower grades, the brilliant coloring and the black, which give the effect of iron produced such a rich effect that it will surely prove a delight to the class.

Look at the picture of an evergreen. Does it not suggest a triangle? Draw the tree as a triangle and its trunk in correct proportion. Evergreen trees drawn in this way make a good unit of design. Repeated at regular and pleasing intervals between two straight lines, they would make a pretty border design for a book cover. Do this with brush and color or ink; in outline or mass, or outline in ink and fill in with color.

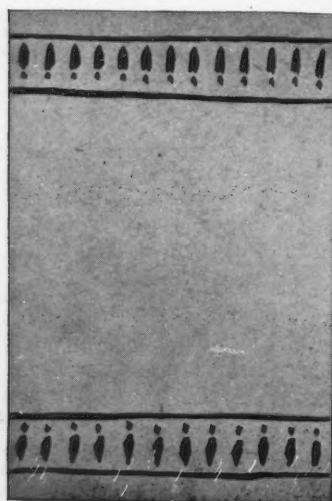
A border of green trees on a cover tied with scarlet ribbon would make a pretty Christmas gift.

FOURTH GRADE

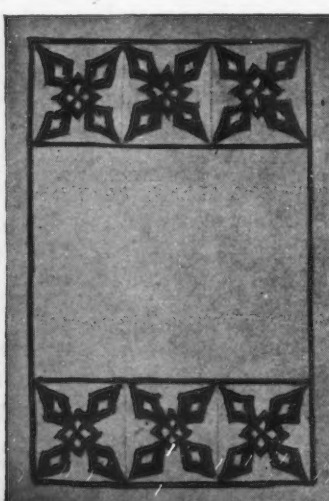
May continue the free hand brush work and use border and surface designs to decorate various simple articles. After the second manner they may combine a modified holly leaf combined with the scarlet berry to make a design.

Covers for booklets which contain Christmas greetings, a favorite poem or perfect papers are always acceptable. Baskets or boxes made from some simple fold and decorated in like fashion make pretty gifts.

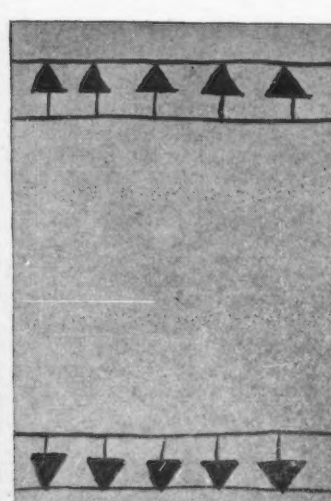
Color studies of holly and pine or bits selected from



Fourth Grade.



Fifth Grade.
Covers for Booklets.



Third Grade.

the autumn nature studies may be mounted for Christmas cards or calender.

FIFTH GRADE

A very attractive cover for a booklet should now be produced in this class.

If card board construction is a part of your course decorate a square box.

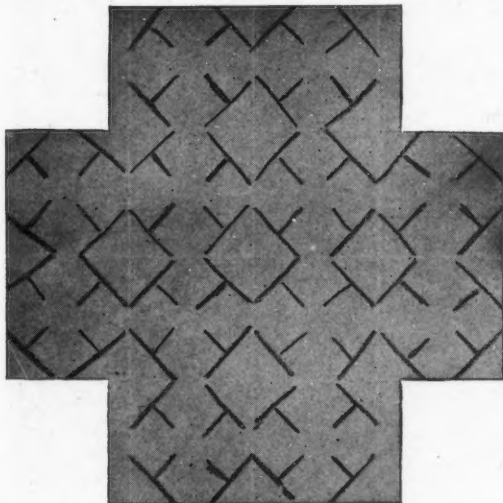
A blotter pad may be planned like the one illustrated.

SIXTH GRADE

Make a unit of design by breaking up a square with straight or curved lines or both or utilize one made in November and by repeating same, make a border to decorate a cover for booklet. Bind some sheets of writing paper in cover. One or more recipes might be procured from the cooking department and a receipt book made.

The planning of a border extending around four sides, will require time and thought.

The rule is invariable that planning and drawing shall



Second Grade Work—Box cover.

be free hand, developing accuracy of eye as well as facility of hand.

Make a candle shade from the frustum of a pyramid. Make a design to fill one face on the same principle as the one suggested for breaking up a square by drawing diagonals, vertical and horizontal lines thru the center. The design should hang together when cut out; a new principle. Plan design same dimensions of space to be decorated, cut it out, cover with ink wash and line with colored tissue paper that full effect may be judged before attempting the shade. Use only straight lines as they are more easily cut.

SEVENTH GRADE

Pupils may by using Japanese tracing paper make variations of the border design worked out during November. Try spotting one way and then make a converse.

This border may be used to decorate a portfolio. If to be used to preserve drawings it should be at least two inches larger than the largest paper used. Say 11x14 if the regulation 9x12 paper is used. In homes where telephones are installed a telephone card might be planned, utilizing our border design, or by decorating with holly or pine.

EIGHTH GRADE

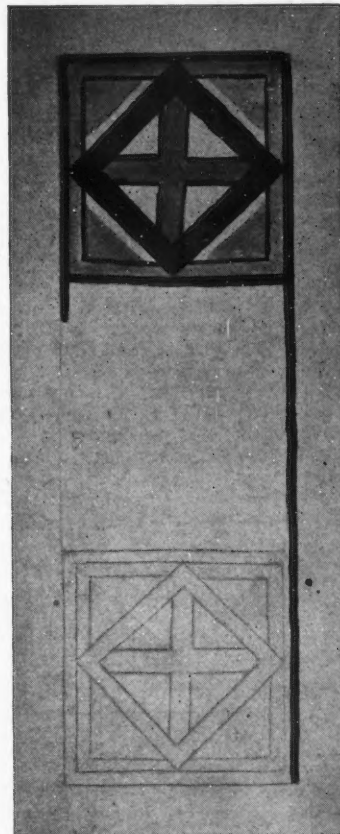
Booklet covers, telephone cards, blotting pads can all be decorated with the unit designs made during November. "These can be used as border or surface coverings.

Notes for All Grades

Booklet covers have been suggested for all grades as they can be decorated easily in all grades and can be likewise utilized for various purposes.

In all grades too, selections from the autumn nature

work can be cut down and mounted to make pretty calendar pads, Christmas cards, telephone cards, etc.



Fifth Grade Work—Cover for blotter pad, unfinished. The promise of thus utilizing the nature work will incite interest in this work.

Holly, pine, poinsetta, all make pretty Christmas decorations but floral designs are rather to be avoided than encouraged, both from an educational and an artistic view point.

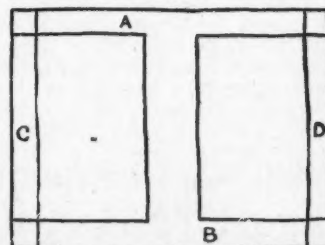
A color study from nature, well placed, is apt to be in far better taste and in the writer's judgment is to be preferred.

CONSTRUCTION WORK FOR INTERMEDIATE GRADES

Miss L. F., Calumet, Michigan.

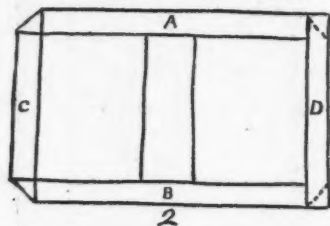
HOW TO MAKE A PORTFOLIO

Materials needed are two pieces of strawboard 6x9 inches, two pieces of bogus paper, one of them 11x16 inches and the other 8½x13½ inches; six pieces of tape each 8 inches long; pencil, rule, scissors, and paste.

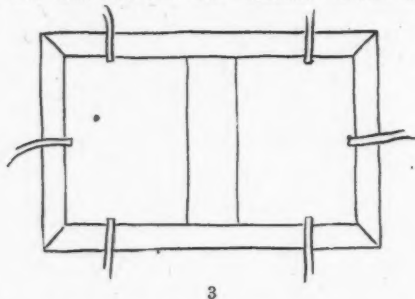


Arrange the pieces of strawboard upon the larger piece of bogus paper so that they are two inches apart, and equally distant from the edges. (Sketch 1.) Test

with rule, and trace around each. Continue the outer edges of the oblongs to the outer edges of the paper, (Sketch 1.), and cut out the corners. Paste the strawboard in place. Turn the opposite side up, and press

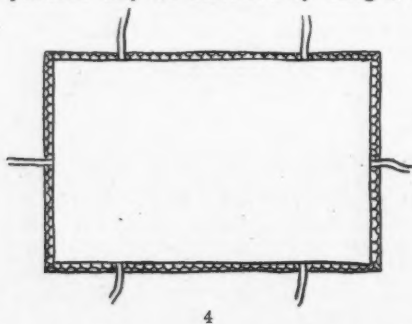


out wrinkles and air bubbles. Paste margins A and B in place, (Sketch 2.) Fold the corners of C and D diagonally and paste. Then paste C. and D in place. Paste the ends of six pieces of tape as shown in Sketch 3. Paste sheet of bogus paper $8\frac{1}{2} \times 13\frac{1}{2}$ inches over the inside of the portfolio, having the edges of the lining equally distant from the edges of the cover. (Sketch 4). Press out wrinkles and air bubbles. Place under a



weight. Do not close the portfolio until entirely finished and perfectly dry. In closing, do not crease the back, but allow it to keep a rounded shape like the back of a book. If greater strength and durability are required, paste a strip of muslin across the space between the strawboards before turning over the margins.

The portfolio may be decorated by using a surface



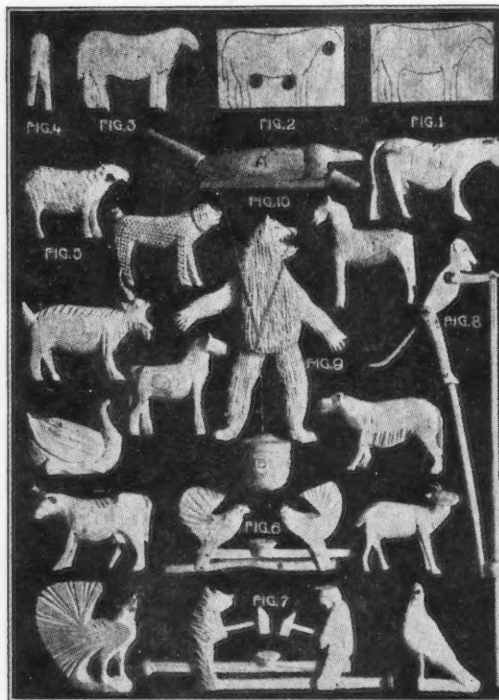
pattern as described for the postal card case. If the surface pattern is used, use the same unit in printing a border all around the inside edges of the portfolio as is done in the decorating of hand-bound books, (Sketch 4.) Instead of a surface pattern, a border may be arranged all around each cover, or, decorative corners may be used.

TOY-MAKING AS CONSTRUCTION WORK

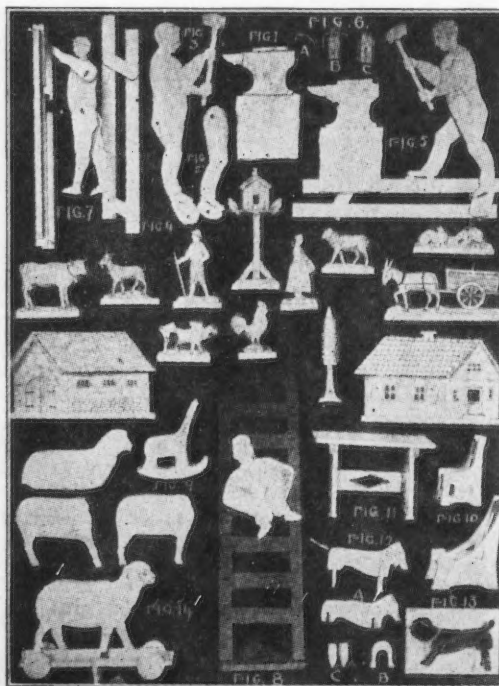
At this season of the year, perhaps there is no other form of construction work possessing so much fascination for children of certain grades as that of toy-making. The work has peculiar value now because it results in something which the children feel adds to the pleasure

of childlife. Every child loves a toy and the child-heart turns to toys at the Christmas season.

To furnish examples for toy-making, two plates are here reproduced from the last year book of the Council of Supervisors of Manual Arts, taken from a paper by Albert W. Garritt of New York City on "Toy-making as a Form of Construction Work." These plates show objects of proven value. Some of these toys may be

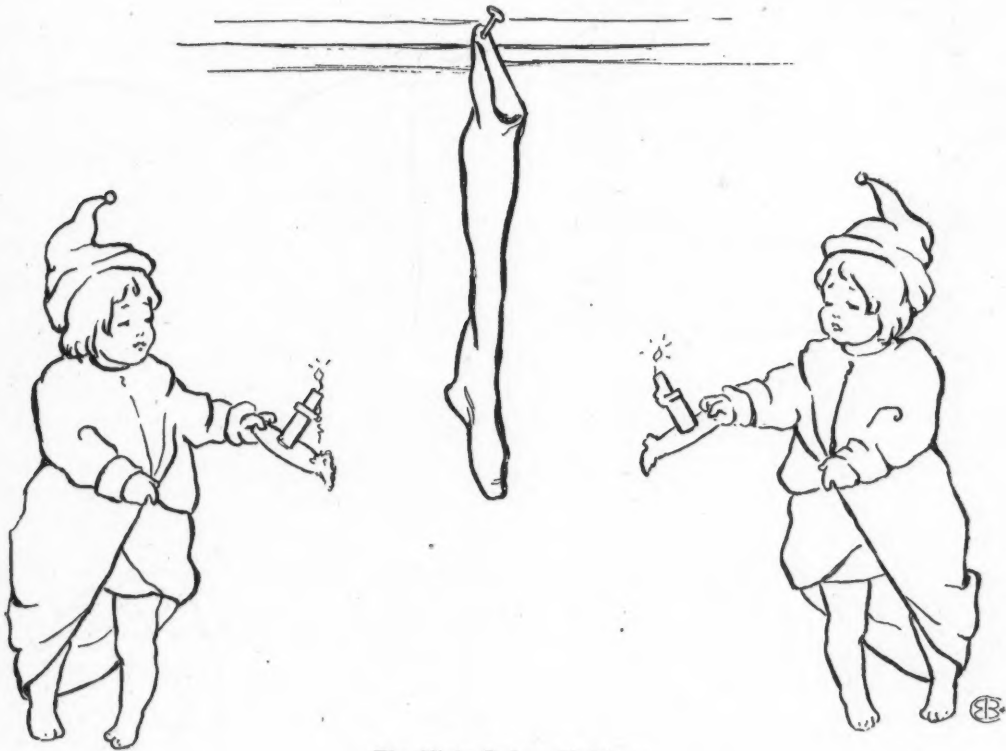


whittled out with a jack-knife, and others may be worked out in pasteboard, if the coping saws are lacking. We are indebted to The School Arts Book for the plates.



CHRISTMAS BLACKBOARD DRAWING

MISS BESS B. CLEVELAND



The Night Before Christmas.



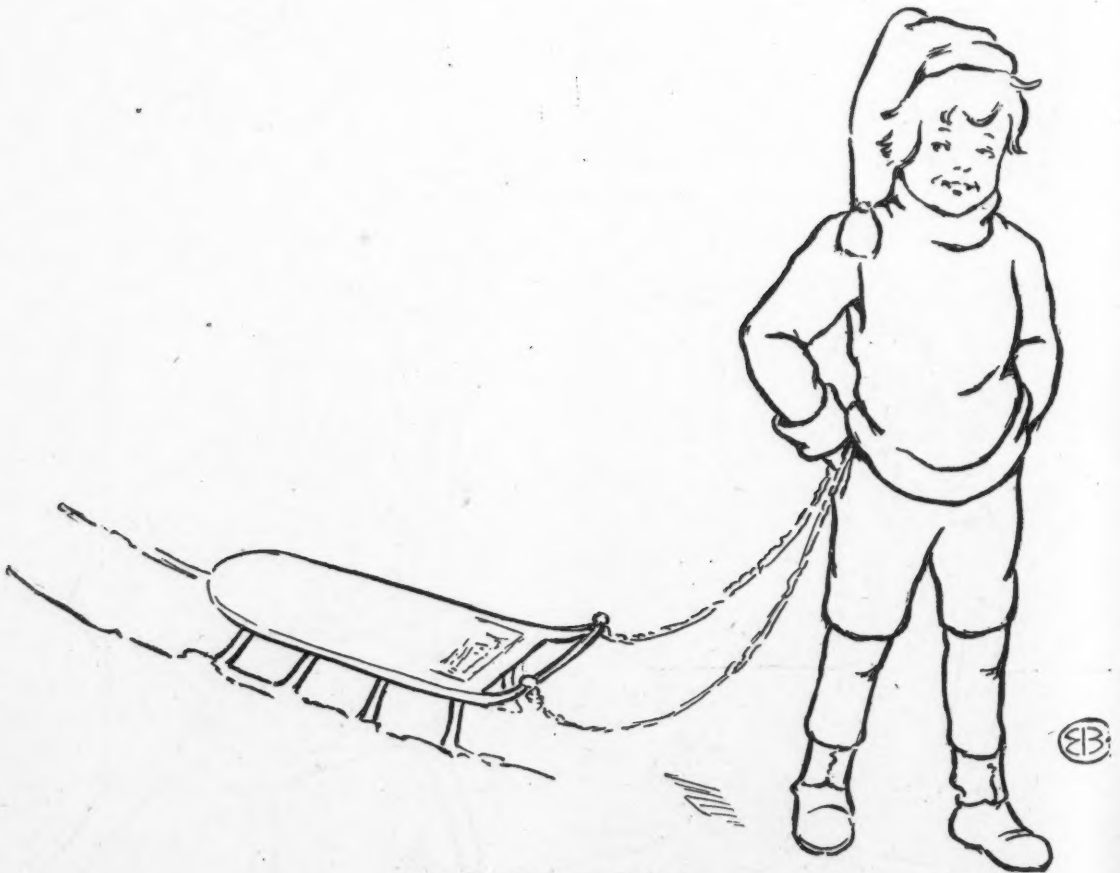
Christmas, 4 a. m.

The Christmas Dolly.

CHRISTMAS BLACKBOARD DRAWINGS



The Night Before Christmas.



The Christmas Sled.

THE LITERATURE CLASS

Outline Studies and Material

THE NATIVITY IN LITERATURE.

Mary Kennedy, St. Mary's Academy, Notre Dame, Ind.

Poets have ever found in nature and in human experience that which has served as an inspiration. But here is one subject which is higher in its appeal, deeper in its power of interest, a subject which carries us back to the beginning of Christianity, a subject which gives to the drama its purest model, the romance of human life its greatest truth, and poetry its noblest inspiration. What historian, dramatist or singer could ignore the star-lit night in Bethlehem of long ago when "one long bar of purple cloud on which the evening star shone like a jewel on a scimitar, held the sky's golden gateway," and when hands of invisible messengers made more perfect the glories of the night, and angel voices sang the sweetest song in all the world?

Turning first to the Bible, we find the story of the Nativity opening the chapters that tell of the God-man's life, and what a matchless story it is!

"And it came to pass, that in those days there went out a decree from Caesar Augustus, that the whole world should be enrolled . . . And all went to be enrolled, every one into his own city. And Joseph also went up from Galilee, out of the city of Nazareth into Judea, to the city of David, which is called Bethlehem; because he was of the house and family of David . . . And here Mary brought forth her first-born son and wrapped him up in swaddling clothes and laid him in a manger; because there was no room for them in the inn. And there were in the same country shepherds watching and keeping the night watches over their flocks.

"And behold an angel of the Lord stood by them, and the brightness of God shone round about them; and they feared with a great fear.

"And the angel said to them: Fear not, for I bring you good tidings of great joy, that shall be to all people; for this day is born to you a Savior, who is Christ the Lord, in the city of David . . . And suddenly there was with the angel a multitude of the heavenly army, praising God and saying:

"Glory to God in the highest; and on earth peace to men of good will."

Simple words, but what a scene they paint! And on them all historians must base their works that deal with the rise and fall of Christian nations.

Dramatists, too, have taken Bethlehem as a setting for many of their works. In the miracle and morality plays, those religious and allegorical creations which constituted the drama of the middle ages, are beautiful word-pictures of that midnight scene. The Chester, Coventry and Towneley series are the most important models of this class.

Lawrence Housman in his "Bethlehem—a Nativity Play," has revived the spirit of those old compositions and has made a striking bit of drama with the Nativity as his subject. The characters are forcibly drawn and the scenes well depicted. The address of Gabriel to the shepherds is commanding, yet how simple, how sweet, especially so in these few lines:

The heavens themselves are joined with earth tonight,
Fear not, but rise, Mercy and Truth are met;
And Righteousness on Peace her seal hath set.
Stand and be strong,
Ye, too, shall share our song.

In fiction also may be found beautiful and charming tales about the birth of the Christ-child, tales abounding in touching legends and full of the sweetness of that first grand Christmas. One of the best descriptions of that night and of the different scenes related to it, is given in "Ben Hur; a Tale of the Christ," by Lew Wallace. The journey of the Virgin Mary and St. Joseph is carefully traced, and the footsteps of the Magi and the visit of the shepherds are lovingly followed. The coming of the kings is thus portrayed:

"They saw the child was as other children; about its

head was neither nimbus nor material crown; its lips opened not in speech; if it heard their expressions of joy, their invocations, their prayers, it made no sign whatever, but, babe-like, looked longer at the flame in the lantern than at them. In a little while they rose, and returning to the camels, brought gifts of gold, frankincense and myrrh, and laid them before the child, abating nothing of their worshipful speeches, of which no part is given, for the thoughtful know that the pure worship of the pure heart was then what it is now, and has always been, an inspired song."

Between the realms of poetry and prose we may place Father Faber's "Bethlehem," that marvelously beautiful story of the Christ-child's coming, a prose-poem whose prelude is struck in Heaven and whose last chord takes us again to the home of the Father.

Poetry, the widest field in literature, abounds in glowing tributes to the beauty, the charm of the Christmas mystery. Dryden says, "Love first invented verse," and as Christ is the inspiration of all poets, every bard, whether of yesterday or today, has knelt at the humble crib in Bethlehem, and there with a full and loving heart, has sung the praises of the Christ-child.

"The Nativity of Christ," by William Dunbar, is a tribute of the long ago to the babe in Mary's arms. With sweet simplicity the poet pours forth his loving song to the Creator of Heaven and earth. The exaltation of his lyric flight may be seen in these lines:

Sing, hevin imperial, most of hicht!
Regions of air mak armyny!
All fish in flud and fowl of flicht
Be mirthful and mak melody!
All Gloria in excelsis cry!
Heaven, erd, se, man, bird and best—
He that is crownit above the sky
Pro nobis Puer natus est!

The miracle of the first Christmas night tenderly appealed to Robert Southwell, that gentle poet of the sixteenth century, and he has written as only he could write on "The Nativity of Christ." He accepts the Babe of Bethlehem as the best gift God could give, and in return the singer gives himself to the Infant King. Another of his poems, "The Burning Babe," is a Christmas poem, a vision of love for man. In this creation Southwell thus sees the shadow of Calvary fall across the glory of the birth-night, as he hears the Divine Child speak:

My faultless breast the furnace is;
The fuel, wounding thorns;
Love is the fire and sighs the smoke;
The ashes, shames and scorns;
The fuel Justice layeth on,
And mercy blows the coals.
The metal in this furnace wrought
Are men's defiled souls;
For which, as now no fire I am
To work them to their good,
So will I melt into a bath,
To wash them in my blood.

Richard Crashaw also has left to the world a beautiful Christmas poem. It is a characteristic composition, and possesses all the richness and all the tenderness that this great master of English poetry could give it. The shepherds surround the crib at Bethlehem and cry out—

Wellcome, all Wonders in one sight!
Aeternity shutt in a span.
Sommer in Winter. Day in Night.
Heaven on earth, and God in Man.
Great little one! whose all-embracing birth
Lifts earth to heaven, stoopes heav'n to earth.

In every century there have been poets, who like those already mentioned, have sung of the birth of Christ; poets whose hearts have turned with tender love from war and earthly love to the humble stable in Bethlehem. The great Milton has knelt there and with sweetest words hailed the coming of his God in his lines, "On the Morning of Christ's Nativity." He sings of the power of the Infant and bids the Gods to depart, for the little Child controls all. The voice of England's blind singer rings out clearer, truer, perhaps, in this poem than it does in his grander works. Who has not read the lines?

But peacefull was the night
Wherein the Prince of light
His reign of peace upon the earth began;
The Windes with wonder whist,

Smoothly the waters kist,
Whispering new joyes to the milde Ocean,
Who now hath quite forgot to rave,
While Birds of Calm sit brooding on the charmed
wave.

The Stars with deep amaze
Stand fixt in steadfast gaze,
Bending one way their pretious influence,
And will not take their flight,
For all the morning light,
Or Lucifer that often warn'd them thence;
But in their glimmering orbs did glow
Until their Lord himself bespake, and bid them go.

In later times we have, among many, a Coleridge to pay homage to the Infant Christ. "A Christmas Carol" bears his name and relates the shepherds' visit to the Babe and His Virgin Mother.

They told her how a glorious light,
Streaming from a heavenly throng,
Around them shone, suspending night!
While sweeter than a mother's song,
Blest Angels heralded the Savior's birth,
Glory to God on high! and peace to earth.

In this our own age we feel the spirit of the Christmas mystery in the soulery of a Tennyson and in the song of a Mrs. Browning. The story is implied, if not told, and the bells that ring out in the laureate's lines are church bells that call to prayer and praise, for he tells us:

The time draws near the birth of Christ;
The moon is hid, the night is still;
A single church below the hill
Is pealing, folded in the mist.

But in all Christian literature we find the spirit of Him who came in lowliness, and all who have reflected Christ's spirit in their works have been followers of the Star of Bethlehem.



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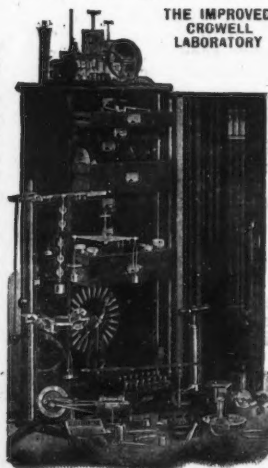
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The Fifth Annual Report of the Catholic Educational Association is now being sent out to members of the Association. The book is larger than any of the previous reports, numbering nearly 500 pages, and indicating in a way the steady growth in scope and importance of the meetings of the Association. The report contains copies of the papers read in the various departments, synopsis of the discussions following each, lists of officers and committees, and statements of the secretary and treasurer as to the condition of the Association.



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Catholic School Journal—Dec.

The annual collection for the Catholic University at Washington this year amounted to \$96,905. Cardinal Gibbons, chancellor of the university, in a letter to the Hierarchy, says:

"While the present financial condition is very encouraging, we must all admit that the university will not be on a proper footing until its endowment of \$2,000,000 is completed. With our present investments, amounting to \$633,334.08, and with other values that in a short time will surely come into our possession, I think I may safely say that about one-half of the endowment is already secure."

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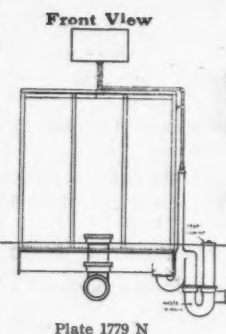


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The degree of doctor of philosophy has been conferred by the University of Chicago upon one of the Sisters of St. Elizabeth College, Convent Station, N. J. The conferring of the degree followed the work of the Sister as fellow in biology at Chicago, which she has just completed. She is the first of her order, that of St. Vincent de Paul, to hold a fellowship at the university, and the award was the only one for original research in biology. The recipient of the degree, while one of the faculty of St. Elizabeth, is still at work in Chicago and will not return until December.

A Catholic boarding school for boys is about to be established at Sioux City, Iowa, on instigation of business and professional men, and with the encouragement of Bishop Garrigan. The new institution will probably be placed in charge of the Clerics of St. Viator from Bourbonnais, Ill.

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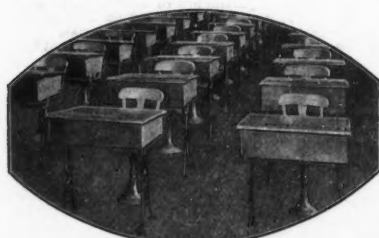
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The report of George E. Sheldon, treasurer of the Republican national committee, shows that the total receipts were \$1,700,000. Four years ago the committee fund amounted to \$4,000,000 and eight years ago to about \$7,000,000. The largest contribution was from Charles F. Taft, who backed his brother's campaign with \$100,000. There were four subscriptions of \$25,000 each, by Andrew Carnegie, J. P. Morgan, Nelson Cromwell and Whitelaw Reid.

The Democratic national committee received in all \$620,644.77, and spent \$619,-

410.06 during the recent presidential campaign, leaving a balance in hand of \$1,234.71. The number of contributors was over 100,000.

Pontifical Mass was celebrated at St. Peter's by Pope Pius X on the occasion of the fiftieth anniversary of his entrance into the priesthood early in the past month. It was the most imposing ceremony witnessed in Rome since the coronation of the Pontiff. There were present not less than 70,000 of the faithful, who had come to Rome from all parts of the world.

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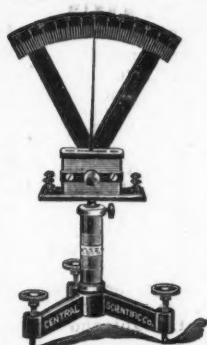
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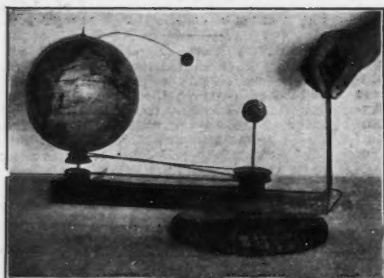
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Mr. Copeland, who is 70 years old, and a convert of forty years ago, some years ago presented the Sisters of Mercy with twenty acres adjoining, for a convent school for girls. Its capacity is soon to be doubled.

The Santa Clara (Cal.) College Theater, famous for its artistic dramatic productions, as well as for its development of actors of national prominence, on Thanksgiving eve, Nov. 25, presented the new and original drama, "In the Foots a Bauble," written by Rev. John D. McCarthy, S. J., of St. Xavier's College, New York.

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